SELF-AIDS

IN ESSENTIALS OF GRAMMATICAL USAGE

L. J. O'ROURKE

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In the Essentials of Grammatical Usage

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Revised Edition

Washington, D. C.
Educational and Personnel Publishing Company
3506 Patterson St., N. W.

"It is shown beyond question that many grammatical constructions to which much attention is given in our schools play very little role in the written expression of American people, while other constructions that are not sufficiently stressed play an important role.

"Educators are beginning to recognize that their chief task at present is to determine, as speedily as may be consistent with scientific thoroughness, the proper content of the various parts or "studies" of the school curriculum. It is now generally agreed that such determination must be based largely upon the practical values and needs of real life. . . .

"Scientific principles of language mastery can be deduced from psychological principles of language usage, supplemented by considerations of errors, their frequency, persistence, and social seriousness."

"How Much English Grammar?"
STORMZAND AND O'SHEA

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PRINTED IN THE UNITED STATES OF AMERICA

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A WORD TO THE STUDENT

This book is written for those who wish to help themselves.

When you want to express an idea, you must put the thought into words and arrange these words into sentences. People may understand you even if you do not speak correctly, but they will have a keener interest in the ideas you wish to express or the story you wish to tell if you state clearly and correctly what is in your mind. Mistakes rob your message of the force it might have. The mistake attracts the attention, while the thought slips by unheeded. When a speaker remarks, "You can't hardly realize the value of thrift," your attention is immediately directed to the "can't hardly." His message fails to receive attention, because the error, like static over the radio, prevents accurate receiving.

Few realize, while they are in school, just how greatly handicapped and embarrassed they will be throughout their lives if they neglect the study of English usage. The ability to use words correctly is an important aid to anyone, whether he is applying for a position or trying to advance in the position which he already holds; whether he is writing for newspapers and magazines or is attending to his personal and business correspondence; whether he is addressing the public on important public questions or is conversing informally. The use of the correct form is important whenever you wish the ideas in your mind to reach the minds of others.

This book offers to help you. With its aid you will be able to determine and correct your mistakes. You will discover that there are many things which you now say and write correctly. You will not waste time studying what you already know, but will spend your time overcoming your mistakes.

You will find that the method which is used in this book is as interesting as a game. Mastery of the subject matter is made easy by the omission of unfamiliar words and technical terms.

SELF-AIDS

Why this book was written.

The purpose of this book is to present an effective method by means of which anyone may master the essentials of English usage. The technique employed in this book was developed in order to make individual instruction possible during class drill. The material has been so organized that it may be used with equal advantage for slow, average, and superior classes. It insures to a large class one essential advantage that a small class has. It gives to a class of unequal attainment and unequal ability the advantage that is gained by a class grouped on the basis of intelligence and achievement. The aim throughout has been to make self-instruction not only possible but practical. The elimination of unnecessary and obsolete rules, and the simplification of terminology remove many of the barriers to the mastery of correct usage.

Self-Aids stimulates interest and develops more purposeful effort on the part of the student, and enables him to grasp the essentials of good usage with a minimum expenditure of time and effort. The book is intended to fill a long-felt need by supplying material that is scientifically constructed and so arranged as to impress the correct form upon the mind of the student.

How the content of the book was determined.

The content of the book is based on the exhaustive research of noted educators. The study of frequency of error by Charters and Miller, the seven-year program of Stormzand and O'Shea, with the resultant error quotient, and additional studies made by the author of *Self-Aids* were used as a basis for selecting the subject matter. The number of times a principle is drilled is based upon the findings from these research programs, upon what has been termed the relative "heinousness" of errors, and upon studies made by the author to determine the emphasis necessary to insure mastery of these essentials by means of this improved learning method.

What the method is.

A distinct advantage of this book is the self-guidance feature which individualizes class instruction. *Self-Aids* sets a task for each student, gives him the means for accomplishing that task, and guides him in discovering and working out his problems. A student completes an exercise and compares his answers with a set of printed answers. He discovers his errors, and, more important than that, he learns definitely which principles he has not mastered. A reference beside the correct answer directs him to the place in his book where he will find a clear explanation of each principle that he does not know. He records the number of each principle that he has violated. He studies the rule and the illustrations that are given in the reference section. Then he tests himself again by means of the next exercise in order to see whether or not he has overcome his difficulty. The results show him forcibly just which principles he knows and which he does not know, which problems he masters from day to day and which he fails to master. Each time that he makes a mistake, he is referred to the exact place where he will find a clear explanation of the reason for the correction.

While the entire class deals with the same subject matter, each student obtains for himself the specific instruction which he needs to help him overcome his individual difficulties. Without the help of the teacher, he secures that assistance from the book while the other members of the class are solving their own problems. The program makes a strong appeal because each student knows that he is concentrating on his specific difficulties.

In a separate group of exercises for each part of speech, the correct use of that part of speech is drilled. When all the principles have been presented and their usage has been drilled, a review is given. A practice test, to be corrected by the student, follows this review. The next exercise is a progress test dealing with the principles covered in the practice test. This test, which is scored by the teacher, enables her to measure at fixed intervals the progress of her students; it indicates which principles they have not mastered.

The accuracy of the student's self-correction is easily determined. Though the progress test is not designed primarily to determine the ac-

curacy of the student's self-correction, it does serve this function. Since the student takes the practice test before the progress test, and since the tests cover the same principles and are of equal difficulty, it is to be expected that the student's score in the progress test will be higher, not lower, than his score in the practice test.

A survey test given at the beginning of the semester measures the attainment of the class before the use of *Self-Aids*. An achievement test of equal difficulty and similar content makes it possible to measure progress objectively at the end of the semester.

What the book contains.

This book contains more than two thousand drill items, diversified as to method of presentation, and so arranged as to give developmental drill and systematic review.

A reference section which follows the drill section contains clear statements, illustrations, and explanations of the principles of the correct usage of each part of speech, as well as of the principles of sentence structure, capitalization, and punctuation.

In the self-correction section are given the correct forms of all the drill sentences, each sentence being marked with the reference number of the principle involved.

A self-record sheet focuses the student's attention upon his progress and the principles which he needs to study.

A usable index adds greatly to the reference value of the book.

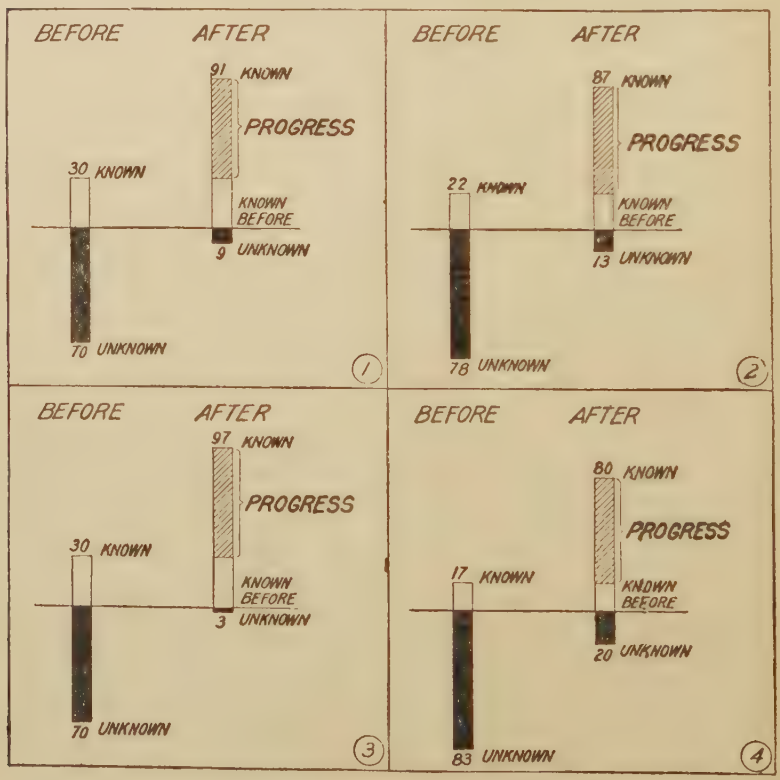
For whom Self-Aids is intended.

Self-Aids is for use in seventh, eighth, and ninth grade classes, in business schools, summer schools, continuation schools, and special classes. It can be used to excellent advantage for review by high-school seniors. It may also serve as an instructor for those who wish to study alone. The professional man, the executive, the salesman, the clerk, the stenographer, the person of leisure, every adult in fact, will find *Self-Aids* practical and interesting, for it meets the individual needs of each. The reference section is so conveniently arranged and so completely indexed that *Self-Aids* will prove a practical handbook for every business man and woman.

Interesting results which have been secured.

The material has been used in typical classes of superior, average, and below-average grouping. The charts show graphically the results reported by teachers in junior high schools in Washington, D. C.

Chart Showing Extent to Which the Self-Aid Program Increased Knowledge of Grammar.



A class with an intelligence quotient of 124 averaged 30 on an achievement test before using *Self-Aids*; the same class after using this material averaged 91 on an alternative form of the same test. A class with an average IQ of 112 scored 87 on the final achievement

test, as compared with a score of 22 before the use of *Self-Aids*. A third class, with an average IQ of 124, scored 97, as compared with a beginning score of 30. A fourth class, with an average IQ of 107, made the progress represented by an initial score of 17 and a final score of 80. These findings are based on pronoun and verb drills.

The teachers' reports of results in junior high schools of Washington, D. C., included the following statements concerning *Self-Aids*.

1. "The effort of each pupil is focused on his individual problems. . . . It shows the pupil his weakness and provides a means for overcoming errors."
2. "It is excellent as a means of emphasizing the correct form."
3. "Simplified terminology and elimination of non-essentials are two important features."
4. "Pupils who are average and somewhat below average in adaptability, as well as those who are superior, can and do accept responsibility for the mastery of the material."
5. "The method of administration interests and stimulates the pupil."
6. "It is excellent as a time-saver."
7. "It is practical. It meets a long-felt need."

Pupils' remarks:

"It lets you know what you know and what you don't; you know what to study."

"You do not have to study what someone else doesn't know."

"It is easier to learn grammar in this way."

Supplementary ways in which the teacher can use this material.

A number of teachers have reported interesting methods by which the drill may be given practical application in written work. One teacher used *Self-Aids* by having the pupils check their own and each other's compositions and locate the sections of the rules violated. Another teacher underlined the errors which she found in compositions and required the pupils to locate, in the reference section, the principles governing correction of these errors. No doubt there are many ways in which the teacher can secure additional value from this material.

DIRECTIONS TO THE TEACHER

Although the student is to help himself, it is extremely important that he be started correctly. Therefore an introductory lesson has been provided in order that the student may learn how to use the book.

It is suggested that the teacher read the preliminary lesson aloud, while the student reads silently. The first part of this lesson gives a detailed explanation of the method employed in *Self-Aids*. Near the close of the chapter a short drill is given to make certain that the student knows what he is to do.

After you have read aloud the directions for this practice drill, have the student write his answers on a strip of paper.

When the answers have been written, direct him to turn to the self-correction and guidance section; and while he looks at the proper key, read to him the paragraph on underlining errors and on writing the reference numbers. Direct the student to score his paper.

Examine the work of each student to be sure that he follows the directions exactly.

Have each student prepare a record sheet and make entries as directed in the preliminary lesson.

To answer the questions in each drill will require approximately fifteen minutes. In addition the student must study those explanations in the reference section to which he is referred because of the mistakes that he has made. This self-instruction may be done either at home or during a study period.

The answers may be written in a notebook, preferably a loose-leaf notebook. Each page should be ruled from top to bottom so as to provide three or four columns. A separate column should be used for the answers to each exercise.

To secure the best results, the survey, progress, and achievement tests should be used. Since other teachers may wish to use the same series, the test papers should not be returned to the student, although the student should be given his individual score.

PRELIMINARY LESSON

This lesson tells you how to use this book. It includes the directions which are used in the drills and also sample exercises with their correct answers. By reading these you can see how the work is done.

HOW TO USE THE BOOK

There are three kinds of exercises. Study the following samples so that you may understand just what to do with each.

Sample I. Selecting Correct Form

You will find the following directions before each exercise of this type:

On a strip of paper, or in your notebook, write numbers to correspond to the numbers before the sentences on this page.

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. After number 2 write the correct form for the second sentence. Then write the correct forms for the other sentences.

1. The president and (I—me) believe that this plan will fail.
2. The new system of filing (don't—doesn't) prove useful.
3. Mary and (her—she) have written articles for this magazine.

Let us suppose you write

1. *me*
2. *don't*
3. *she*

Turn to the self-correction and guidance section on page 177. You will find that the correct answers are

1. I 1b
2. doesn't 45
3. she 1b

By comparing your answers with those in the self-correction section, you find that you missed the first and the second, so you underline answers 1 and 2. After every incorrect answer, you also copy the number and the letter you find after the correct answer.

Your list of answers will then look like this

1. *me* 1b
2. *don't* 45
3. *she*

Now you may ask, "Why do I write the numbers and letters after my incorrect answers?" Each of these numbers refers to an explanation in the reference section. Before your next lesson you should

study all the explanations of the items you missed, in order to make sure that you understand the principles illustrated and that you will not make the same mistakes again.

Turn to the first explanation, 1b, which is on page 120 in the reference section. Here you find the following:

1b. When the subject* of a verb consists of two or more parts, each part is in the nominative case. See also 1a.

Example 1. The Smiths and *we* have bought new automobiles.

Smiths and *we* are used together as the subject of *have bought*. If the pronoun alone were used as the subject you would say *We have bought*; you would not say "Us have bought." It would be equally wrong to use "us" in example 1.

Example 2. John and *she* told them about the game.

In the subject, *John* and *she*, the nominative *she* is used, not the objective* "her." You would not think of saying, "Her told them." The subject, whether one word or more than one word, is in the nominative case.

In sentences like the above, where two or more nouns or pronouns are used together as the subject of a verb, the subject is said to be *compound*. In working with compound subjects, you will find it helpful to test each part of the compound subject in this way:

(a) *He* did it. (b) *I* did it. (c) *He* and *I* did it.

You would not use either "him" for *he* in sentence (a) or "me" for *I* in sentence (b), but some people make the mistake of using "him and me" instead of *he and I* in sentence (c).

For the second reference you find the following:

45. "Don't" must not be used with *he, she,* or *it,* or with a singular noun; use *does not* or *doesn't*.

Example 1. He *doesn't* write plainly.

Doesn't is formed by combining the two words *does* and *not*. The *o* in *not* is omitted, and the apostrophe (') takes its place. *Don't* is formed by combining the two words *do* and *not* in the same way. You would not say "He do not." Since *don't* means *do not*, you should not say "He don't." *Doesn't* is correct in example 1, because *does* is used with the third person singular, *he, she,* or *it*. *Don't* may be used correctly with the pronouns *I, you, we,* and *they,* since these pronouns are followed by the form *do*. Wherever *do not* is correct, *don't* is correct. Wherever *does not* is correct, *doesn't* is correct.

Example 2. *Doesn't* your brother work with you?

---

* Subject, see page 119.

* Objective, see 3, 4.

When you find an asterisk (*) after a word in an explanation, look at the note at the bottom of the page. The footnote will give you a reference to the exact section where that word is explained. For example, the word *objective* occurs in the explanation. There is an asterisk after *objective*. The footnote refers you to 3 and 4. That means that you are to turn to rules 3 and 4 which explain the use of the objective. These references have been planned to help you. You will find the study easier if you use all the helps provided.

In another kind of exercise you will correct errors in letters and compositions.

Sample II. Correcting Letters and Compositions

Write numbers on a strip of paper to correspond to the numbers before the lines of the letter and the composition given below.

If the first line is correct, write C on your paper.

If there is a mistake in the first line, write the word that will correct the mistake.

Do this for the other lines. If there are two errors in a line be sure to correct both of them. DO NOT CHANGE ANY LINE WHICH IS CORRECT.

LETTER

Dear John:
1. The employment manager says that he don't think either you or
2. me will secure a position in the advertising department, because of the
3. mistakes we made in English. I told him that we wanted to learn
4. advertising and that we intended to apply again next year. . . . . .

COMPOSITION

1. During the baseball championship series of 1924, the interest of the
2. people throughout the country were at highest pitch. All eyes were
3. on Walter Johnson and the Washington players. Everyone wanted
4. them to win the pennant. . . . . .

You make your correction in this kind of exercise just as you did in the first sample. The self-correction page for the above letter and composition would look like this:

Letter	Composition
1. doesn't 45	1. C
2. I lb	2. was 41
3. C	3. C
4. C	4. C

There is a third kind of exercise which requires a little further explanation. There are two things to be done in this exercise.

Sample III. Showing Reason for Correct Form

In preparing for exercises of this type, you must make two columns on your strip of paper. Mark one column *Rule*; mark the other *Correct Form*.

For each sentence, refer to your reference section, find the rule that explains the correct form, and write the number of the rule under the heading *Rule*. Then write the correct form under the heading *Correct Form*.

	Rule	Correct Form
1. John and (she—her) told them about the game.....		
2. Frank (don't—doesn't) live on Norton Street.....		

In the parentheses in sentence 1 you find *she—her*. These are two forms of a personal pronoun. One is a subject form, and the other is an object form. Which form do you need in this sentence? You decide that you need a subject form. The form chosen is the second part of a subject which consists of two parts. In your reference section you find that subjects which consist of two or more parts are covered under rule 1b. In the column headed *Rule*, write *1b*. In the column headed *Correct Form*, write *she*. For each sentence in the exercise, indicate the rule and the correct form in this way.

Let us suppose you write		The answers are	
Rule	*Correct Form*	*Rule*	*Correct Form*
1. 1b	*she*	1. 1b	she
2. 45	*don't*	2. 45	doesn't

You made a mistake in sentence 2. You did write the correct rule, 45, but you should have written *doesn't*. You receive no credit unless you give both the correct rule and the correct form of the word, so you must underline your answer to show that it is incorrect.

Sample of an answered drill.

The following exercise is a sample of a drill which has been answered. Study this sample carefully. You should then understand how to answer the other exercises.

On a strip of paper write numbers to correspond to the numbers before the sentences on this page. Write your answers on your strip of paper; do not write on this page.

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. After number 2 write the correct form for the second sentence. Write answers for the other sentences in the same way.

		Rule
1.	Their friends and (they—them) decided to remain in the fort until the men returned.....	1b
2.	The manager blamed the cashier and (we—us) for the mistake...	3b
3.	It is believed that a secret code was used by the officials and (they —them).	4a
4.	Do the clerk and (he—him) keep an accurate record of the shipments?	1b
5.	The business manager thanked (she and I—her and me—her and I).	3b
6.	Neither the pirates nor (they—them) expected to reach the shore.	1b
7.	We shall be glad to explain the operation of the machine to you and (he—him).....	4a

(There were twenty sentences in this exercise.)

Harry Walters answered this exercise in this way

Harry Walters
January 7, 19—.

1. them
2. us
3. they
4. him
5. her and me
6. they
7. him

These are the correct answers and references for this exercise as they are given in the self-correction and guidance section.

1. they 1b
2. us 3b
3. them 4a
4. he 1b
5. her and me 3b
6. they 1b
7. him 4a

When Harry Walters referred to the self-correction and guidance section for this exercise, he found that he had chosen the wrong form for sentence 1. After *1. they* in the printed answers he found *1b*, which showed him that the rule which he had not understood was rule *1b*. Since he had written the wrong form in this sentence, he underlined his answer to show that it was wrong. In addition to this, he copied *1b* on his strip of paper. He found that sentences 3, 4, 10, 17, and 18 were also answered incorrectly. The numbers which were printed after the correct forms on the page of answers showed him that he did not understand rules 1b, 4a, 5a, and 8c.

On his record sheet, under the heading *Date*, Harry Walters wrote *Jan. 7*; under the heading *Number wrong* he wrote *6*. Since he gave incorrect answers to six of the twenty sentences, his score was 70. He wrote this under the heading *Score*. In the last column he wrote the letters and numbers of the rules he had not understood. He wrote *2* after *1b* and after *5a* to show that each of those rules was missed twice. His record sheet then looked like this:

Exercise number	Date	Number wrong	Score (per cent)	Numbers and letters of the rules missed
Sample page	*Jan. 7*	*6*	*70*	*1b², 4a, 5a², 8c*

Practice lesson.

Answer the practice sentences to make sure that you understand just what you are to do.

Write numbers on a strip of paper to correspond to the numbers 1, 2, and 3 before these three items. Write your answers on your strip of paper.

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. After number 2 write the correct form for the second sentence. Write the answer for the third sentence.

1. He (don't—doesn't) write plainly.....45
2. (Who—Whom) do you wish her to ask?.....13d
3. Give the money to (whoever—whomever) they send.....6c

Now turn to the self-correction and guidance section. Find the answers which are headed *Practice Lesson, Page 11;* these answers are on page 177.

Compare your answers with these. Underline any answer which is not the same as that on the printed page. After any incorrect answer which you have given, write the number and the letter that you find after the correct answer on the printed page of answers.

Now turn to the record sheet, on page 176. As you are not to write in this book, it will be necessary for you to make a copy of the record sheet for your own use. Keep your record in your English notebook.

Rule your record sheet so that it is like the one on page 176. On the first line, record the result of your work with the three practice sentences. Under the heading *Exercise number*, write *Practice Lesson;* under *Date,* write the date. Under *Number wrong,* write *0, 1, 2, or 3,* as the case may be. Under *Numbers and letters of the rules missed,* write the rule numbers that you copied on your strip of paper. All this information will be on your strip of paper if you have followed the directions carefully.

Each day that you answer one of the exercises make a record of the results in the manner explained above.

Each day you should study the explanations in the reference section, and make sure that you understand why the forms you used are incorrect. Each exercise contains some new principles. These new principles are drilled the day after they are introduced and drilled again in the exercises which follow. As the easier principles are introduced first, you will probably make higher scores on the first exercises than you do on later exercises. This should not discourage you. Although your score may be 80 on page 3 and 70 on page 10, you will have made considerable progress, for page 10 is more difficult than page 3. You could not make 70 on page 10 unless you knew many of the principles drilled on pages 1 to 9.

Since each exercise reviews the rules which have been drilled on previous pages, it is important that you understand all the rules which have been covered. Study the rules to which the numbers listed on your record sheet refer.

Be certain that you understand the reason for each correction.

About once a month you will be given a progress test based on all the rules covered in the exercises which you have completed. This test will be corrected by the teacher. You will record on your record sheet the score which you make.

The exercise preceding each progress test is a practice test.

At the end of the semester's work you will be given a final test based on all the rules covered in the drills.

If you follow directions carefully, you will master each difficulty as it occurs; and you will secure great satisfaction from your work.

How do you find your scores? A perfect score is 100. When an exercise requires twenty answers, subtract five points for each mistake that you make. When there are only ten answers, subtract ten for each mistake.

Of course there is nothing but your common sense to prevent your referring to the printed page of answers before writing your answers to an exercise. One boy looked at the printed pages of answers before writing his answers to several exercises. He cheated himself, for he did not discover which principles he did not know. He made high scores on his daily work and on his practice test, but he made a very low score on the first progress test, which was corrected by the teacher. He had not mastered any of the principles in which he was weak. The time spent was wasted. He did not cheat the teacher; he did cheat himself. This was clear to all, and later he himself said of the method used in *Self-Aids,* "It teaches you to be honest." This book is intended to help you to help yourself. It also helps the teacher to know how she can best help you.

It will be interesting to watch your scores, which you will wish to keep as high as possible. But the object of your study should be more than to make a high score. It should be your purpose, as well, to master the principles you do not know. Not only will you learn correct usage of the particular examples given in the book, but you will understand the reasons underlying this usage.

Words are tools that all must use. To convey your ideas clearly, to speak and write convincingly, you must be able to use correct English. It is to help you learn to do this that *Self-Aids* has been written.

DRILLS

Nouns and Pronouns

Write numbers on a strip of paper to correspond to the numbers before the sentences on this page. Write your answers on your strip of paper; do not write on this page.

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. After number 2 write the correct form for the second sentence. Write answers for the other sentences.

Rule

Sample: John and (her—she) told them.....(Answer *she*) 1b

1. The president and (I—me) believe that this is an excellent plan.....1b
2. We have good news for (him—he).....4
3. The chairman praised Miss Lewis and (her—she).....3b
4. They met (him—he) at the train..... 3a
5. The proposition interests my partner and (I—me).....3b
6. (Those—Them) were the contracts which were signed by the superintendent. 11c
7. We are mailing our spring catalogue to (he—him) and John.....4a
8. We sold the insurance to (her—she).....4
9. (Them—They) are the men who were here yesterday.....1a
10. The day's correspondence was filed by (she and he—she and him—her and him).....4a
11. (Him and me—Him and I—He and I) wanted to study salesmanship..1b
12. The letters were addressed and mailed by (she and I—her and me—her and I).....4a
13. Mr. Craig and (I—me) invested our private funds in these bonds....1b
14. The machine for sealing and stamping mail can not be operated by anyone except (he—him).....4b
15. We will notify the president and (he—him) by letter when our firm has located the shipment.....3b
16. The money was collected by (them and us—they and we—they and us).4a
17. The stranger stopped John and (me—I) at the gate.....3b
18. No one but (I—me) was there when the fire alarm sounded.....4b
19. Making that radio set was easy for (he and I—him and me—him and I).....4a
20. We sent Tom and (he—him) for supplies.....3b

Letter, Nouns and Pronouns

Write numbers on a strip of paper to correspond to the numbers before the lines on this page. Write your answers on your strip of paper; do not write on this page.

If a line is correct, write C on your strip of paper. DO NOT CHANGE ANY LINE WHICH IS CORRECT.

If there is a mistake in the first line, write the correct form on your strip of paper. Then write the correct forms for the other lines. If there are two errors in any line, correct both.

On this page consider only nouns and pronouns.

Dear John:

1. Whom do you suppose is working at Merton and Carson's store?
2. Yesterday we boys went there to ask who they were interested in. Do
3. you remember the time Mr. Brown gave free tickets to we boys? Do you
4. remember the boy who sat between you and I? Well, he has the position.
5. They gave it to him in place of either Tom or I. I wanted the chance
6. to learn to write advertisements.
7. Yesterday I found out whom the head of that department is now.
8. Whom do you think he is? Well, it is Mr. Salters himself. I would have
9. had to take orders from no one except Mr. Barnett and he. Mr. Salters
10. makes more money than any other of the assistant managers. He told me
11. that us boys lost the position because of the mistakes that Tom Carroll
12. and me made in English.
13. I wish I had known that grammar is of any practical value.
14. No one ever said that it meant anything outside of school. Mr. Salters
15. said he studied English after he left school because he felt embarrassed
16. when he talked before any group of employees or managers about his
17. work. It is him who talks at the high school sometimes.
18. I am going to study evenings now and try again next year. I want
19. that position, and I am going to get it.
20. Your friend,

Bob.

Nouns and Pronouns

Write numbers on a strip of paper to correspond to the numbers before the sentences on this page. Write your answers on your strip of paper; do not write on this page.

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. After number 2 write the correct form for the second sentence. Write answers for the other sentences.

Rule

1. They placed John and (I—me) in a higher class.....3b
2. The decision rests between (he and I—him and me—him and I)....4a, 4b
3. Frank and (she—her) secured better positions.....1b
4. All were satisfied except (she and he—her and him—she and him)..4a, 4b
5. He assigned the work to three of (we—us) boys.....4c
6. (Who—Whom) did he say wrote the report?.....5a
7. It was (he—him) who dropped the money in the car.....2
8. Ted and (he—him) went home after the storm was over.....1b
9. They selected Tom and (he—him).....3b
10. It was only (we—us) who tried to open the door.....2
11. (Who—Whom) did you think it was?.....5a
12. It was (they—them) who left the box for you.....2
13. (Mary and she—Mary and her) were late.....1b
14. I should rather see you than (she—her).....7
15. Was it (he—him) that you saw?.....2
16. It was (I—me) who had that topic.....2
17. He invited Carl and (he—him).....3b
18. Everybody came but (they—them).....4b, 4
19. (Who—Whom) do you suppose was there?.....5a
20. The nurse sent (Amy and she—Amy and her) home.....3b

Nouns and Pronouns

Write numbers on a strip of paper to correspond to the numbers before the sentences on this page. Write your answers on your strip of paper; do not write on this page.

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. After number 2 write the correct form for the second sentence. Write answers for the other sentences.

Rule

1. We heard Miss Lewis and (they—them) talking.....3b
2. He told (we—us) boys not to return after four o'clock.....3c
3. He welcomed John and (I—me).....3b
4. (We—Us) boys are building a shack.....1e
5. The samples were sent to (us—we) men for trial.....4c
6. (He—Him) and Mary are coming home from college in June.....1b
7. The manager paid (he and she—him and her—he and her).....3b
8. (We—Us) boys are in the eighth grade.....1e
9. Everybody except (we—us) finished the assignment.....4b, 4
10. She sends books to (we—us) girls every year.....4c
11. Everyone has left but the guard and (they—them).....4a, 4b
12. They took (we—us) girls to the game.....3c
13. (Whom—Who) did you say would do it?.....5a
14. It was (me—I) who answered the telephone.....2
15. (Us—We) boys held a meeting this morning.....1e
16. John and (him—he) went to the office to apply for positions.....1b
17. Did the reporter say that (us—we) boys won?.....1e
18. Miss Lloyd can type faster than (I—me).....7
19. They and (he—him) went to the theater.....1b
20. He sent for (we—us) boys.....4c

Nouns and Pronouns

Write numbers on a strip of paper to correspond to the numbers before the sentences on this page. Write your answers on your strip of paper; do not write on this page.

In each of the following sentences there are two or more words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. After number 2 write the correct form for the second sentence. Write answers for the other sentences.

Rule

1. (Who—Whom) were you speaking to?.....5c
2. They called (we—us) workers to a meeting.....3c
3. (Who—Whom) is she thinking of?.....5c
4. Helen and (me—I) went to France.....1b
5. (Whom—Who) do you suppose I made it for?.....5c
6. They sent Dot and (her—she) some fruit.....3e
7. Everyone came but (they—them).....4b, 4
8. I'm sure that it is (her—she).....2
9. They ordered (we—us) boys to report at once.....3c
10. She plays tennis better than (me—I).....7
11. (Whom—Who) do you imagine we told?.....5b
12. (Whom—Who) do you think sang the solo?.....5a
13. She drove the car faster than (he—him).....7
14. They sat between (him and I—he and I—him and me).....4a, 4b
15. (Whom—Who) are you sending that to?.....5c
16. They gave a dinner for (we—us) champions.....4c
17. It was (them—they).....2
18. (Whom—Who) do you suppose she met?.....5b
19. (Whom—Who) did he say is in this play?.....5a
20. They were talking about (us—we) girls.....4c

Nouns and Pronouns

Write numbers on a strip of paper to correspond to the numbers before the sentences on this page. Write your answers on your strip of paper; do not write on this page.

In each of the following sentences there are two or more words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. After number 2 write the correct form for the second sentence. Write answers for the other sentences.

Rule

1. He expected it to be (I—me).....13b
2. (Who—Whom) do you think has come?.....5a
3. The task is hard for (those—them) boys.....11b
4. (Who—Whom) do you think I saw in the office?.....5b
5. I should rather see Mary than (she—her).....7
6. (My father he—My father) went to New York.....1c
7. They gave (we—us) boys a special car.....3f
8. (Who—Whom) do you want to mail it to?.....5c
9. The question should be settled between you and (she—her).....4a, 4b
10. (The boys they—The boys) play tennis.....1c
11. I feared that it was (she—her).....2
12. He was one (who—whom) you trusted without knowing why.....5e
13. They told (we—us) clerks the news.....3f
14. Don't tell me that it was (they—them).....2
15. Braddock would not listen to the man (who—whom) the Americans sent with him.....5e
16. He gave (we—us) a map of the city.....3d
17. They made it pleasant for (we—us) visitors.....4c
18. I have traveled farther than (he—him).....7
19. (Who—Whom) do you think this is for?.....5c
20. (Who—Whom) did you say was ill?.....5a

Nouns and Pronouns

Write numbers on a strip of paper to correspond to the numbers before the sentences on this page. Write your answers on your strip of paper; do not write on this page.

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. After number 2 write the correct form for the second sentence. Write answers for the other sentences.

Rule

1. It was announced that (we—us) girls received the appointments.....1c
2. She thanked everyone but (we—us).....4b, 4
3. (Billy he—Billy) took my sled.....1c
4. (Who—Whom) do you think was injured?.....5a
5. Now I know that it was (they—them).....2
6. An automobile struck Jones and (he—him).....3b
7. (Those—Them) lilies grew in my yard.....11b
8. We bought the book and read (same—it).....11a
9. In (who—whom) do you trust?.....5c, 4
10. Everyone thought it to be (she—her).....13b
11. They told the manager and (she—her) the entire plan.....3c
12. Anne wanted it to be (I—me).....13b
13. (Who—Whom) will you visit?..... 5b, 3a
14. The soldiers (who—which) had fought trained Europeans failed in Indian warfare. 9a
15. The explorer brought him and (I—me) an elephant's tusk.....3c
16. Did you paint all (those—them) radiators?.....11b
17. He is sure that it was (me—I).....2
18. The police dog (who—which) carried the message was wounded.....9a
19. (They—Them) I fear above all others.....3a
20. The horse (which—who) saved Aix was named Roland.....9a

Nouns and Pronouns

Write numbers on a strip of paper to correspond to the numbers before the sentences on this page. Write your answers on your strip of paper; do not write on this page.

In each of the following sentences there are two or more words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. After number 2 write the correct form for the second sentence. Write answers for the other sentences.

Rule

1. They will ask (us—we) girls to help.....3c
2. Is that the dog (who—which) bit you?.....9a
3. He met the Indians and (we—us).....3b
4. (Who—Whom) did you forget?.....5b, 3a
5. Helen wanted the winner to be (he—him).....13b
6. There is the cat (who—which) scratched me.....9a
7. The policeman showed (them—they) the way.....3d
8. I read the book and returned (same—it).....11a
9. There is the girl (who—which) rescued her brother.....9a
10. The secretary sent you and (I—me) urgent requests for our reports...3e
11. (They—Them) are the papers.....1a, 11c
12. We supposed the explorers to be (they—them).....13b
13. James and (I—myself) arranged the program.....10c
14. (Them—Those) oranges are sour.....11b
15. Walter Johnson hurt (himself—hisself) while playing ball.....10d
16. (She—Her) I have known for years.....3a
17. Catherine and (I—myself) will paint the scenery.....10c
18. The stranded men encouraged (themselves—theirselves) by starting a fire.....10d
19. Bob and (I—myself) collected tickets.....10c
20. The boys bought (themselves—theirselves) a ball..... 10d

Reference Section Drill, Nouns and Pronouns

Write numbers on a strip of paper to correspond to the numbers before the sentences on this page. Write the headings *Rule* and *Correct Form* on your strip of paper. Write your answers on your strip of paper; do not write on this page.

For each sentence refer to your reference section, find the rule which explains the correct usage, and write the number of the rule under the heading *Rule*. Then write the correct form under the heading *Correct Form*.

Rule *Correct Form*

Sample: John and (her—she) told them.....1b *she*

1. They invited (we—us) girls to dinner.
2. We suspected it to be (he—him).
3. (Them—Those) roses are lovely.
4. He wrote a note but (it—same) has not arrived.
5. Can (them—those) parrots talk?
6. No one came except (they and we—them and us—they and us).
7. Helen believed the visitors to be (they—them).
8. (Whom—Who) are you seeking?
9. It was (her—she) who told me.
10. The firm gives (us—we) clerks a bonus.
11. Ellen received the letter and answered (same—it).
12. To (who—whom) am I to return this?
13. John thought the sender to be (me—I).
14. Was it (them—they)?
15. Give me (those—them) papers.
16. (Whom—Who) did he find in the hall?
17. I bought the hat and took (same—it) home.
18. Mary is supposed to be (her—she).
19. (Her—She) I pity more than the others.
20. I thought it to be (him—he).

Nouns and Pronouns

Write numbers on a strip of paper to correspond to the numbers before the sentences on this page. Write your answers on your strip of paper; do not write on this page.

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. After number 2 write the correct form for the second sentence. Write answers for the other sentences.

Rule

1. Each boy and girl brought (his—their) own book.....8d, 8e
2. (They had—There was) a flood in France.....11d
3. (Who—Whom) do you think will win?.....5a
4. (Whom—Who) do you think he took?.....5b, 3a
5. Every man and woman likes (his—their) own way.....8e, 8d
6. The pupils in our school govern (themselves—theirselves).....10d
7. It was (I—me) who broke the plate.....2
8. He asked his secretary, rather than (I—me), to go with him.....7
9. The estate was divided between (he and I—him and me).....4a, 4b
10. (They had—There was) a blizzard in Michigan.....11d
11. They transferred (we—us) children to a new school.....3c
12. For (who—whom) is this candy?.....5c, 4
13. (They had—There was) snow in the mountains.....11d
14. Bob knew it to be (she—her).....13b
15. Every member of the team did (his—their) best.....8d
16. He made (himself—hisself) a trusted employee.....10d
17. We thought the intruders to be (they—them).....13b
18. (Who—Whom) did the doctor vaccinate?.....3a, 5b
19. Someone had failed to do (his—their) duty.....8c
20. Was it (he—him) who was absent?.....2

Nouns and Pronouns

In each of the following sentences there are two or more words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Write answers for the other sentences.

Rule

1. The club opened (its—their) new hall for a dance.....8g
2. (Who—Whom) do you suppose is there?.....5a
3. (Who—Whom) do you desire to ask?.....13d
4. Each king and queen rules (their—his) subjects.....8e
5. The surviving crew were praised for (its—their) bravery, but the bravest man lay dead.....8h
6. The Tigers beat (we—us) Midgets.....3c
7. They knew it to be (I—me).....13b
8. (They had—There was) a fire in Baltimore.....11d
9. The firm gave (its—their) employees a bonus.....8g
10. (Her—She) I treat with scorn.....3a
11. Yes, it was (her—she).....2
12. The crew returned from (their—its) vacations.....8h
13. (They had—There was) an earthquake in Japan.....11d
14. She ignored (us—we) girls entirely.....3c
15. The French Company failed in (its—their) attempt to build the Panama Canal.....8g
16. (Who—Whom) do you think went?.....5a
17. (Who—Whom) do you think he sent?.....5b, 3a
18. Each girl brought (their—her) sled.....8d
19. I thought it to be (they—them).....13b
20. The team played on (its—their) home field.....8g

Nouns and Pronouns

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Write answers for the other sentences.

Rule

1. Neither of the men removed (his—their) hat.....8c
2. Alfred knew it to be (they—them).....13b
3. The team won (its—their) final game.....8g
4. We hope that each guest will keep (his—their) seat.....8d
5. Every man and woman should provide for (his—their) future....8e, 8d
6. The team returned to (its—their) homes.....8h
7. (Who—Whom) do you want me to call?.....13d
8. (They had—There was) a cyclone in Kansas.....11d
9. Everyone has (his—their) own belief.....8c
10. Each girl and boy must clean (his—their) desk.....8e, 8d
11. We received your invitation, and we have accepted (same—it).....11a
12. The crew abandoned (its—their) cruise.....8g
13. Neither of the boys has returned (his—their) book.....8c
14. (Who—Whom) did you say you dislike?.....5b, 3a
15. The family have chosen (its—their) new coats.....8h
16. (We—Us) citizens must vote for the best man.....1e
17. Will anyone volunteer (his—their) services?.....8c
18. In (who—whom) do you put no faith?.....5c, 4
19. Each child did (his—their) part.....8d
20. (They had—There was) a famine in China.....11d

Nouns and Pronouns

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Write answers for the other sentences.

Rule

1. Give it to (whoever—whomever) is most trustworthy.....6b
2. Every girl and boy wore (his—their) rubbers.....8d
3. (Who—Whom) do you suppose we thought of?.....5c, 4
4. (They had—There was) an epidemic of grippe.....11d
5. (Whoever—Whomever) they send will be placed on this committee..6c
6. The fraternity sold (its—their) house.....8g
7. Dismiss (whoever—whomever) has been careless.....6a
8. Did anyone give (his—their) name?.....8c
9. May Jean and (I—me) help you?.....1b
10. (Who—Whom) do you think we saw?.....5b, 3a
11. Neither boy wore (his—their) coat.....8d
12. The senior class is planning (its—their) dance.....8g
13. Bring (whoever—whomever) you wish.....6c
14. Someone lost (his—their) handkerchief.....8c
15. They expected it to be (I—me).....13b
16. Each man and woman gave (his—their) share.....8d, 8e
17. Tell (whomever—whoever) you see.....6c
18. The jury ate (its—their) dinners.....8h
19. Each child corrected (his—their) own work.....8d
20. Send for (whoever—whomever) is most efficient.....6b

Nouns and Pronouns

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Write answers for the other sentences.

Rule

1. (Who—Whom) did you tell me to find?.....13d
2. The manager tells me that his wife and (he—himself) are going to Florida 10c
3. Return it to (whoever—whomever) claims it.....6b
4. Is there any chance of the (messenger—messenger's) returning before dark? 12
5. The committee had discharged (its—their) duty.....8g
6. They knew it to be (we—us).....13b
7. She thought that Mary and (she—herself) were going.....10c
8. The audience put on (its—their) hats.....8h
9. Each man felt (his—their) responsibility.....8d
10. (He—Him) I trust fully, but I do not trust his associates.....3a
11. Call (whoever—whomever) you need.....6c
12. There is danger of (our—us) leaving too soon.....12
13. Every boy and girl had finished (his—their) work.....8e, 8d
14. Send it to (whoever—whomever) you desire.....6c
15. Everyone finished (his—their) lunch.....8c
16. John worries about (your—you) not being able to play the game.....12
17. (They had—There was) an avalanche in the Alps.....11d
18. Reward (whoever—whomever) deserves it.....6a
19. He says that John and (he—himself) are coming.....10c
20. The nation expressed (its—their) grief.....8g

Nouns and Pronouns

In each of the following sentences there are two or more words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Write answers for the other sentences.

Rule

1. There is danger of the (cook—cook's) leaving.....12
2. (They have—There are) lakes in Wisconsin.....11d
3. Someone had lost (his—their) notes.....8c
4. I received a letter from the boys and (she—her) yesterday.....4a
5. Nothing will interfere with (his—him) going.....12
6. Each boy should write to (his—their) mother.....8d
7. Listen to (whoever—whomever) you desire to hear.....6c
8. Every man and woman must pay (his—their) dues.....8e, 8d
9. All the team had passed (its—their) examinations.....8h
10. Find (whoever—whomever) you need.....6c
11. Father needed a new coat; so he bought (himself—him) one.....10b
12. The storm will prevent the (captain—captain's) sailing.....12
13. Every girl has to clean (her—their) own room.....8a, 8d
14. A flock of birds came flying overhead; (it—they) circled twice around the lake.....8g
15. Mother rejoiced over (you—your) coming.....12
16. (Who—Whom) are you ordering this for?.....5c, 4
17. (They have—There are) long winters at Lake Placid.....11d
18. My uncle wanted a new home, and so he built (him—himself) one...10b
19. Every girl and boy should wash (his—their) hands.....8e, 8d
20. Has everyone (his—their) pencil?.....8c

Nouns and Pronouns

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Write answers for the other sentences.

The next exercise is a review.

Rule

1. Did the peasants and (they—them) ever settle the dispute about equality? 1b
2. They gave the shovels to (we—us) men and told us to dig..... 4c
3. You couldn't find a more contented people than (they—them)..... 7
4. The journey was made by Joliet and (he—him) in a canoe..... 4a
5. Either of the boys will lend you (his—their) sled for a short time.... 8d
6. Smith made Pocahontas and (they—them) many toys..... 3e
7. Nobody except (she—her) knew the secret..... 4, 4b
8. (I and the other boys—The other boys and I) loaded the rifles for the men. 1d
9. One of the boys wrote (his—their) composition about clouds; the other wrote about rain. 8c
10. The task will fall upon (we—us) who are now children..... 4
11. Did you know of (him—his) going to California?..... 12
12. Will you shelter these men and (I—me) until to-morrow morning?... 3b
13. (Who—Whom) did the council send to get the report?..... 5b, 3a
14. The crew took (its—their) places, and at a signal dropped each oar into the water. 8h
15. Do you see (them—those) books on top of the locker?..... 11b
16. When you and (I—me) started this adventure, we agreed to be partners. 1b
17. I supposed it to be (she—her)..... 13b
18. Tell (whoever—whomever) you see that the game will be played to-day. 6c
19. An Indian tribe once held (their—its) powwows on the hill where the Capitol now stands. 8g
20. Do you know how it happened that it was (him—he) who was chosen?. 2

Review of Nouns and Pronouns

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a practice test.

Rule

1. The manager gave (him and me—he and I—him and I) better salaries. 3c
2. Pegasus was the winged horse (whom—which) Neptune made. 9a
3. The groom and (I—myself) were riding along the river bank. 10c
4. Our country calls (we—us) boys and girls to service. 3c
5. They believed that (whomever—whoever) found the stone in the swallow's nest would be lucky. 6a
6. (Whom—Who) was it that said, "Don't give up the ship"? 5a, 2
7. (Us—We) girls are in charge of the candy booth to-day. 1e
8. Each bird and beast has (their—its) method of making a home. . . . 8e, 8d
9. Give the check to (whoever—whomever) the firm appoints as an agent. 6c
10. If you are ever in trouble, call my brothers and (I—me). 3b
11. The council chose for (its—their) leader Pericles, one of the most esteemed men of Athens. 8g
12. The sudden attack defeated (we—us) men. 3c
13. (Who—Whom) were the men in the street looking for? 5c, 4
14. When we received your letter, we answered (same—it) by return mail. 11a
15. No one knows that better than (me—I). 7
16. The company will be measured for (its—their) uniforms on Monday. . 8h
17. (There was—They had) one of the greatest blizzards that the inhabitants could remember. 11d
18. When I heard the knock, I thought it to be (he—him). 13b
19. Congress was finally persuaded to aid (they—them) and other Indians. 13d
20. His daughter spoke of (him—his) intending to go. 12

Practice Test, Nouns and Pronouns

Some of the sentences on this page are incorrect. If a noun or a pronoun is incorrectly used, write the correct form. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT. Do not rewrite the sentence; make the least possible change. Do not change the meaning of the sentence.

On this page consider only nouns and pronouns.

Rule

1. Can you tell me whether it was him who wrote "In Flanders Fields"?..2
2. Has either of the boys completed their poster?.....8c
3. Lorna and myself were sitting on the bank watching the boats.....10c
4. Did his sister mention him leaving town?.....12
5. I supposed the strangers to be they.....13b
6. An aged man, who was trying to cross the street, asked the boy to help him.....9a
7. Who were those foolish boys laughing at?.....5c
8. The blast sent we boys racing to some place of safety.....3c
9. I do not begrudge the birds a few cherries, but I hope they leave some for you and I.....4a
10. No one could shoot an arrow better than him.....7
11. You have heard the last complaint from we fellows.....4c
12. When us men were rescued, we were more nearly dead than alive....1c
13. Who do you suppose he met in Colombia?.....5b, 3a
14. The author sent Herbert and she his autograph.....3e
15. With three thousand miles of unfortified border line between us, Canada and us have remained at peace.....1b
16. Whom did you tell me ordered the boys to stop the game?.....5a
17. Each leader had absolute power over their group.....8d
18. The awarding of the apple to Venus angered Juno and she.....3b
19. A flock of pelicans makes their home in a village of nests beside a sea, a lake, or a river.....8g
20. Has either George or Will written his essay?.....8c
21. They had a blizzard in March.....11d
22. The fraternity invited its friends to the dance.....8h
23. Send whoever you meet with the warning.....6c
24. Two letters have come for you and me.....4a
25. The boys and we have been friends for a long time.....1b

(Score 4 points for each correct answer.)

Review, and Introduction of Possessives

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. Is (Russias—Russias'—Russia's) influence over China increasing?..14a
2. Another (miners—miners') strike is on.....14b
3. The (geese's—geeses') cackling saved Rome.....14c
4. He belongs to the (church's choir—choir of the church).....15
5. Have you read Booth (Tarkington's—Tarkingtons) "Seventeen"?.14a, 18
6. Millions of (dollars—dollars'—dollar's) worth of goods were exported.14b
7. The (childrens'—children's) picnic was a failure.....14c
8. The man slowly turned the (book's pages—pages of the book).....15
9. By (who—whom) were the Iroquois offended?.....5c
10. (James's—Jame's) exile in France was passed in a kingly fashion..14a, 18
11. Orders required the (mens'—men's—mens) attendance.....14c
12. Show the ticket to (whoever—whomever) you meet on the way to the entrance. 6c
13. Napoleon, (who's—whose) ambition startled the world, let nothing discourage him.....17
14. It was difficult for (them—those) untrained men to obey that order.11b
15. (Jones's—Joneses) sacrifice should not pass unnoticed.....14a
16. Many orchestras give (children's—childrens') concerts.....14c
17. The (Pilgrims—Pilgrims') experiment was a success.....14b
18. Herbert and (myself—I) will remain here until all the boys have returned. 10c
19. The committee will make (their—its) annual report in June.....8g
20. The battle was won by the (sailor's—sailors'—sailors) combined efforts. 14b

Possessives

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. (Jones—Jones's) son is attending a business college.....14a, 18
2. The (girls—girls') locker room is closed from nine o'clock until twelve. 14b
3. (Childrens'—Children's) books are beautifully illustrated.....14c
4. (Pauls'—Paul's) expense account was considered excessive by the Amateur Athletic Union.....14a
5. You have the (captain's of the team—captain of the team's) paper..16
6. (Martin and Jackson's—Martin's and Jackson's) office is in New York.16a
7. (Gunpowder's use—The use of gunpowder) changed warfare.....15
8. Not all (girls and boys'—girls' and boys') games are alike.....16b
9. We have found several (lady's—ladies'—ladys') umbrellas.....14b
10. You will like "The Hunting Song" in (Kipling's—Kiplings') "Jungle Book." 14a, 18
11. The (desk's lid—lid of the desk) was broken.....15
12. The earthquake left destruction in (it's—its) path.....17
13. These (children's—childrens') destructiveness is well known.....14c
14. The greatest loss will be (their's—theirs—theirs').....17
15. This (presidents—presidents'—president's) policy was to encourage economy. 14a, 18
16. (Who's—Whose) system of transportation is the best?.....17
17. The house was swept away by the (torrent's force—force of the torrent).....15
18. Give her the credit, for the planning was (her's—hers).....17
19. That idea of (your's—yours) is worth considering.....17
20. The (school's students—students of the school) come from all parts of the city.....15

Possessives

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. His (daughter's—daughters') son was chosen to succeed him.....14a, 18
2. Are there any (men's—mens') clubs in that town? 14c
3. (Peter the Greats—Peter the Great's—Peter's the Great) chief ambition was to make Russia an important country.....16
4. (Eggleston's and Black's—Eggleston and Black's) office is on the third floor.....16a
5. The (blackboard's condition—condition of the blackboard—blackboards condition) has been improved.....15
6. The (Secretary's of the Navy—Secretary of the Navy's) arrival was delayed. 16
7. (Mary—Mary's—Marys) and Ida's haircuts are becoming.....16b
8. We have ordered a copy of (Funk and Wagnalls'—Funk's and Wagnalls's) unabridged dictionary.....16a, 18
9. The (stenographer—stenographer's) and her employer's initials were on the letter.....16b
10. (Smith's and Graham's—Smith and Graham's) store closes at noon on Saturdays. 16a
11. The (Secretary of State's—Secretary's of State's) car was wrecked....16
12. (It's—Its) resources remain almost untouched.....17
13. I consulted (Webster—Webster's) and Worcester's dictionaries....16b, 18
14. Have you read the (Governor's of Massachusetts—Governor of Massachusetts') speech? 16, 18
15. (Foch—Foch's) and Pershing's rewards have been different.....16b
16. The (boys'—boy's) athletic managers will meet in the gymnasium..14b
17. William (Bacons—Bacon's) reports are interesting.....14a, 18
18. At which (brother-in-law's—brother's-in-law—brother-in-laws) house are you staying? 16
19. (Lincoln—Lincoln's) and Wilson's administrations were both wartime administrations.....16b
20. We recommend (Thackeray—Thackeray's) and Scott's novels....16b, 18

Review of Possessives

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. The (mens'—men's—mens) camp is open to visitors.....14c
2. For several years, (Americas—America's) money has moved by billions across the Atlantic.....14a
3. The matter will be presented to the (citizens—citizens') association..14b
4. The (president of the company's—president's of the company) offices are on the sixth floor.....16
5. The (store's stock—stores stock—stock of the store) is for sale.....15
6. We refer you to the (Collin Perry Company's—Collin Perry's Company's) price list.....16a
7. There is a difference between a (duck—duck's) and a chicken's foot..16b
8. Harris is the (building's janitor—janitor of the building—buildings janitor).....15
9. The comet makes (it's—its) appearance once in every twenty-five years.....17
10. (Burn's—Burns—Burns's) poems treat the peasant sympathetically.....14a, 18
11. The responsibility is (our's—ours).....17
12. (Whose—Who's) ideals were the higher?.....17
13. The (mices'—mice's) nests are in the wheat fields.....14c
14. Their standards are not the same as (ours—our's).....17
15. Their (companions—companion's—companions') lives were in danger..14b
16. The (Prince of Wales—Prince of Wales's) position is difficult to fill..16
17. Order and coolness marked the (strike's beginning—beginning of the strike—strikes beginning).....15
18. Entertainments were given by the (boys—boy's—boys') and girls' glee clubs.....16b
19. Please send me a copy of Carter and (Lewis—Lewis's) "Principles of Business Management."....16a, 18
20. The Wright (Brother's—Brothers') machine was a success.....14b, 18

Practice Test, Possessives

Some of the sentences on this page are incorrect. If a possessive is incorrectly used, write the correct form. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT. Do not rewrite the sentence; make the least possible change. Do not change the meaning of the sentence.

On this page consider only possessives.

Rule

1. We should remain true to our forefathers ideals.....14b
2. The geeses' flight marked the beginning of autumn.....14c
3. There were strange markings on the chest's sides.....15
4. This order came from our Commander-in-Chief's office.....16
5. Johns automobile is new.....14a
6. He received a copy of Thorton's and Robinson's "Indian Stories" for a birthday present.....16a, 18
7. There are important papers in Mr. Carters desk.....14a
8. Both men and women's hats are made of this fine straw.....16b
9. It was their privilege to challenge; our's to accept.....17
10. In North Africa, Frances possessions are extensive.....14a
11. I received a copy of Smith's and Wilson's "Reports of Sailors."...16a, 18
12. The submarine, with it's entire crew, sank.....17
13. The sheep's wool is removed by machinery.....14c
14. A lion and a tiger's eyes are different.....16b
15. That treaty was the result of many years' work.....14b
16. It was a specialty shop for children and ladies' clothing.....16b
17. The Commander-in-Chiefs reply startled the soldier.....16
18. Coral polyps fasten themselves to the sea's floor.....15
19. Do you care to examine Hilton and Brown's series of reading lessons?.16a
20. Radium's discovery has resulted in many advances.....15

Review, and Introduction of Verbs

Some of the sentences on this page are incorrect. If a noun, a pronoun, or a verb is incorrectly used, write the correct form. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT. Do not rewrite the sentence; make the least possible change. Do not change the meaning of the sentence.

On this page consider only nouns, pronouns, and verbs.

Rule

1. The game will be held in the boys gymnasium during the noon hour..14b
2. He met the detective and we at the train.....3b
3. I and Harry will collect the papers.....1d
4. The Vikings must have went to the New World before Columbus went.33f
5. You can not choose two books from that group.....19a
6. The knight's doublet was worn over his armor.....14a
7. The victor he tied a hard knot about the pole of his chariot.....1c
8. May I get you a chair?.....19a
9. Paderewski had went to the Peace Conference as a representative of Poland. 33f
10. Fred could swim farther than I.....7
11. Us boys will meet in the yard.....1e
12. May a sieve hold water?.....19b
13. He had took the book from the shelf.....33, 33a
14. Bassanio and Antonio's serving men honored their masters above all others. 16b
15. In 1609 Hudson taken a voyage to the New World, sailing for the King of England. 34
16. Rodney come riding as fast as his horse could bring him.....32
17. You can put the paper on my desk.....19a
18. Columbus did not know why Pinzon has turned back.....47a
19. The train was about to leave, and so we hurry to reach the platform..47
20. Kate and Mary's coats look very much alike.....16b

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. (Ain't—Isn't) the whale a fish?.....30
2. (Let—Leave) me read the next chapter.....21a
3. We know now that one (can—may) not reach the Indies by sailing directly west from Spain.....19b
4. They (done—did) their best to get possession of this report.....34
5. Some tramps had (gone—went) to the West with the wagon trains..33f
6. The pony express (taken—took) the mail from St. Joseph to Sacramento. 34
7. They have (given—gave) him twenty-four hours to complete the work.34
8. They had (seen—saw) the men entrenched on Bunker Hill.....33b
9. He (give—gave) the letter to the mail carrier yesterday..... 32
10. (Can—May) we have a complimentary ticket?.....19a
11. (Can—May) he do the work well enough if he wants to?.....19b
12. (Ain't—Aren't) the Andes higher than the Alps?.....30
13. He (left—let) David hold the sword.....21a
14. The snow (come—came) sweeping down the mountain and buried the cabin. 32
15. The pilot (done—did) all that a man could do to right the plane.....33c
16. When he saw that his gold was gone, he (becomes—became) almost frantic. 47a
17. The revenue officer (did—done) well when he caught that smuggler.34, 33c
18. Watt (isn't—ain't) the man who perfected the steam engine.....30
19. They (left—let) Humphrey have the job of attending to the valves all day 21a
20. (Leave—Let) your work just where it is.....21b

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. You (can—may) not build a city in a day.....19b
2. He (had ought—ought) to produce more bushels to the acre.....22
3. (Was—Were) we wrong in sailing on the Lusitania?.....40k
4. We gave him a rousing cheer when he (come—came) to bat.....47a
5. Molly Pitcher (did—done) her part in the Battle of Monmouth....33c
6. America (give—gave) the potato to Europe.....32
7. (Leave—Let) her take charge of the committee.....21a
8. I (ask—asked) you that yesterday.....32
9. When the boys hear the whistle, they (jump—jumped) into the pool..47
10. You (were—was) in the room when I came.....40k
11. The news of her success (were—was) read by many of her friends...40d
12. The class learned that arsenic (is—was) poison.....47c
13. The goods which (were—was) damaged by fire will be offered for sale.40e
14. Wheat (ought—had ought) to grow well in Russia, for there the soil is rich and the climate is cold.....22
15. We (were—was) going to buy a house, but we bought an apartment..40k
16. Howe (had ought—ought) to have joined Burgoyne.....22
17. (Were—Was) you told to bring the newspaper to class?.....40k
18. Shorthand and typewriting (ain't—aren't) all that we have to study..30
19. (Let—Leave) Langley have all the honor due him.....21
20. McKinley (hadn't ought—ought not) to have been shot.....22

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. America (has got—has) unlimited natural resources.....29
2. They had (came—come) to Philadelphia to see the Liberty Bell.....33
3. We (ought—had ought) to have more one-way streets.....22
4. The Boy Scout troop (meet—meets) at the school building on each Friday. 40a
5. What did you say the preamble to the Constitution (was—is)?.....47c
6. The Red Cross Society has (did—done) everything it can do to lessen suffering. 33, 33c
7. The well-cared-for flock (produce—produces) the best wool.....40a
8. The strangers (hadn't ought—ought not) to expect such service.....22
9. After he had (went—gone) to the trouble of changing the date, the lecturer said that he couldn't come.....33f
10. Coke is what remains after the gas has been (took—taken) out of coal.33a
11. The girls' glee club (give—gives) a concert every fall and every spring.40a
12. The news of the success of Old Ironsides (was—were) the cause of a change in feeling in the United States.....40d
13. The lynx had (went—gone) as high as it could go.....33, 33f
14. The Roman mob (were—was) not to be trusted.....40a
15. The team (were—was) descendants of Revolutionary heroes.....40b
16. One of the Seven Wonders of the World (is—was) the Great Pyramid.47c
17. Mathematics (is—are) based upon a few general laws.....40d
18. The rabble of Paris (was—were) arguing about firearms.....40c
19. It was discovered that Niagara Falls (was—is) a source of much power. 47c
20. Physics (are—is) studied in the tenth year.....40d

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. The Citizens' Association (holds—hold) its meeting in the Grange Hall. 40a
2. The children learned that Switzerland (was—is) a mountainous country. 47c
3. The team (have—has) had the grippe. 40b
4. He said that Mt. Everest (is—was) higher than Pike's Peak. 47c
5. The company (have—has) all been inoculated against typhoid. 40b
6. Nelson's eye (got—was) hurt during the battle. 29
7. He (had ought—ought) to have reported this yesterday. 22
8. (Ain't—Isn't) it winter in South America while it is summer in North America? 3(
9. Mary said that Chicago (was—is) in Illinois. 47c
10. The sorority usually (give—gives) its dance during this month. 40a
11. They knew that twelve (is—was) divisible by six. 47c
12. If they are to develop, the Balkans (have got to—must) have peace. 29
13. The civics class (are—is) returning their books. 40b
14. The committee (has—have) different opinions about free trade. 40c
15. Oats (are—is) not grown in this county. 40e
16. The scissors (is—are) lost. 40e
17. "Tales of a Wayside Inn" (tell—tells) about the way in which the host and his guests amused themselves. 40g
18. Three-fifths of the farm (is—are) planted in corn. 40h
19. Riches (do—does) not insure happiness. 40e
20. The team usually (quarrel—quarrels) about the batting order. 40c

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a review.

Rule

1. (Was—Were) you on the lot when we broke the window?.....40k
2. The squad (has—have) drilled faithfully.....40a
3. The debating team (have—has) written their speeches.....40b
4. We learned that rubber trees (were—are) evergreen.....47c
5. How (were—was) the news of the opening of the Erie Canal sent?..40d
6. The goods (are—is) not necessarily ruined.....40e
7. While we (was—were) on the porch, the tramp came to the side of the house. 40k
8. "Arabian Nights" (are—is) a series of fascinating tales which a girl told in order to save her life.....40g
9. (Ain't I—Am I not) the umpire of this game?.....30
10. (Leave—Let) me keep the score.....21a
11. A good citizen (had ought—ought) to clean his sidewalk.....22
12. The orchestra (plays—play) exceptionally well.....40a
13. (Can—May) we safely cross the river on the ice, or will it break?..19b
14. (Don't—Doesn't) a mushroom and a toadstool look alike?.....42
15. Each candidate for the team (has got—has) to chin himself seven times in succession. 29
16. (Isn't—Ain't) that wrong?.....30
17. The jury (disagrees—disagree) about parts of the witnesses' testimony.40c
18. Tyler may have (did—done) wrong when he changed his platform..33c
19. The mail carrier must have (taken—took) the insured package back to the post office.....33a
20. So the dove (came—come) to be the symbol of peace and purity....33e

Review of Nouns, Pronouns, and Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. (Whom—Who) do you think will be unable to come?.....5a
2. The cast (have—has) learned their lines.....40b
3. It was (me—I) who wrote the letter.....2
4. The guide told us that Harvard (is—was) in Cambridge.....47c
5. The monitor told me you (were—was) not on duty yesterday.....40k
6. They gave a dance in honor of (we—us) girls.....4c
7. They said that the Berkshires (were—are) in western Massachusetts.47c
8. "Soldier Stories" by Kipling (belong—belongs) to my set of that author's books.....40g
9. (Whom—Who) do you suppose has bought that house?.....5a
10. Are you sure that it was (he—him) who was absent?.....2
11. They sent everyone but (he—him) a copy of the by-laws.....4b, 4
12. My scissors (has—have) been taken from my desk.....40e
13. Civics (treat—treats) of the duties of good citizenship.....40d
14. It was useless for (we—us) boys to try to convince him.....4c
15. Our relay team (have—has) not been defeated this year.....40a
16. Is the author of that play really (he—him)?.....2
17. They heard that Luray Caverns (are—were) in Virginia.....47c
18. No one wrote to them except (her—she).....4b, 4
19. The committee (have—has) made individual investigations.....40b
20. (Can—May) I see what you have written on your paper?.....19a

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. "The Mutineers," written by Hawes, (are—is) worth reading.....40g
2. Three dollars (are—is) too much to pay for a text book.....40j
3. Didn't you know that every elephant (is—was) afraid of mice?....47c
4. An abundance of fresh vegetables (are—is) seen in the markets just now. 40h
5. The roots of the banana plant (have—has) eyes like those of a potato.41
6. (Can—May) I have another sheet of paper?.....19a
7. They wouldn't (leave—let) us send our cargoes down the Mississippi.21a
8. "Two Crooks and a Lady" (is—are) the name of our spring play....40g
9. (Ain't—Aren't) bananas products of Central America?.....30
10. This country has (seen—saw) many changes since the invention of the steamboat. 33
11. America (ought—had ought) to be careful of her natural resources...22
12. Two-thirds of the chapter (are—is) given to the discussion of these principles. 40h
13. De Soto, together with his heart-broken soldiers, (was—were) forced to turn the horses loose upon the banks of the Mississippi.....41a
14. "Three Musketeers" (are—is) unequalled for exciting incidents.....40g
15. We (shall—will) have great difficulty in maintaining friendly relations.35a
16. Nine-tenths of the students (has—have) subscribed to the school magazine. 40h
17. We (will—shall) regard any effort to interfere as a sign of unfriendly feeling toward us.....35b
18. Robert Scott (frozen—froze) to death while trying to return from the South Pole.....34
19. The automobile and the radio (have—has) revolutionized the life of the farmer 42
20. (Aren't—Isn't) four dollars a plate too much to pay?.....40j

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. The drove of cattle (were—was) sent to the range for summer grazing. 40a
2. Twenty-five cents a month (is—are) too much for a student to pay for club dues. 40j
3. The nest of the birds (have—has) been made by the two little creatures. 41
4. I think you (will—shall) be on the team when you are in the ninth grade. 35a
5. (Loan—Lend) me your pencil for a minute. 25
6. "The Newcomes" (are—is) on your reading list. 40g
7. There (is—are) no better natural wind-breaks than those formed by evergreen trees. 41b
8. "You (shall—will) never enter your country again," they said in denouncing him. 35b
9. One of the most romantic tales of modern times (is—are) the story of America's cattle trade. 41
10. I hope that you (will—shall) do better next term. 35a
11. I wish that I (were—was) a prophet so that I could foretell your future. 49
12. The orchestra (practice—practices) on Tuesday mornings. 40a
13. Five cents an hour (is—are) little enough to suit anyone. 40j
14. Either distance from a good market, or a falling off in demand (are—is) causing the failure of the firm. 42a
15. You (will—shall) be surprised when you hear the news. 35a
16. When the buds on the maple tree (begins—begin) to open, the sap becomes bitter. 41
17. When he (had took—took) charge, there was a scarcity of ammunition. 33
18. The Declaration of Independence was (wrote—written) by Thomas Jefferson. 33a
19. "Great Expectations" (were—was) written by Dickens. 40g
20. The class (were—was) all trying to win the prize in the typewriting contest. 40b

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. The number of persons who are adopting golf as a form of exercise (is—are) increasing. 40i, 41
2. In England the power loom and the spinning jenny (was—were) invented. 42
3. If I (was—were) to do your work for you, what benefit would you get from it? 49
4. Neither time nor money (has—have) been spared in giving him a good education. 42a
5. Sargent's last painting (will—shall) be finished by some other artist..35a
6. The law provides that such a dog (will—shall) not go without a muzzle during the summer. 35b
7. A number of birds (remains—remain) in this locality all winter.....40i
8. The president and the treasurer always (signs—sign) the checks.....42
9. If I (was—were) in Bristol, I could go to the old church in which hangs the whale bone that Cabot brought back.....49
10. (Don't—Doesn't) an infielder have to get the ball out of his hands as quickly as possible?.....45
11. (Have—Has) either the goldenrod or the arbutus been chosen for the national flower? 42a
12. (Will—Shall) you give your opinion whether they ask for it or not?..35f
13. They (seated themselves—seated) at the kitchen table.....28b
14. In the field (stands—stand) a number of fine oaks.....40i
15. Either the leader or the men (was—were) responsible for distributing the circular. 42b
16. He could play shortstop, if it (was—were) necessary.....49
17. The House of Representatives and the Senate (form—forms) the legislative branch of our government.....42
18. It was prophesied that Paris (should—would) cause the destruction of Troy. 35c
19. Neither his father nor his mother (wishes—wish) him to be an artist.42a
20. Two-fifths of the land (are—is) so high as to be useless for farming..40h

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. (Doesn't—Don't) a miner take great chances when he goes into the mine? 45
2. (Shall—Will) government ownership settle the difficulty? 35f
3. A country without trees (are—is) almost as hopeless as a people without children. 41
4. (Will—Shall) the United States be able to preserve its forests? 35f
5. Either the driver or the children (was—were) careless 42b
6. Their pledge was that they (should—would) remain loyal to their leader. 35d
7. The congregation (pay—pays) the expenses of the church 40a
8. (Doesn't—Don't) doctors and lawyers make more money than business men and mechanics? 45
9. Every girl and every boy (like—likes) to swim 43
10. The guest (sat—set) down before the fire 28
11. The first warm days of March or April (brings—bring) forth many butterflies from their cocoons 41
12. He (set—sat) the lamp on the table 28a
13. Either tennis or water sports (are—is) offered at the camp 42b
14. The dog was still (setting—sitting) there when his master came back 28
15. The Vikings said that men (should—would) find the new world well timbered. 35c
16. The most beautiful creatures of the insect world (is—are) the butterflies 41
17. For six months the sun (doesn't—don't) shine in the Arctic zone 45
18. I (sat—set) the Jack-o'-lantern where everyone could see it 28a
19. Neither the newspaper nor the magazines (contains—contain) the article you mention. 42b
20. "Plain Tales from the Hills" (contain—contains) several readable short stories. 40g

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. There (are—is) a pair of little birds waiting for a home under the eaves of your house 41b
2. A good sportsman (don't—doesn't) needlessly risk his life..... 45
3. Each hour and each day (has—have) duties to be met..... 43
4. If you (was—were) a foreigner, would you like to have a person criticize your native land?..... 49
5. Traffic conditions (shall—will) be better when everybody obeys regulations. 35a
6. Celia (set—sat) down on the grass beside Orlando..... 28
7. Many people believe that he (ought—had ought) to pay his debts.... 22
8. (Ain't—Isn't) "The Call of the Wild" an interesting book?..... 30
9. A triple somersault over a line of elephants (holds—hold) the circus crowds breathless. 41
10. There (is—are) two kinds of flying squirrels in North America..... 41b
11. The Board of Public Health (have—has) nearly freed the city of mosquitoes. 40a
12. The wild duck, along with every feathered wayfarer, (knows—know) that the broad highway of the sky is far from safe..... 41a
13. Each insect and each worm killed (mean—means) better crops for the farmer. 43
14. The Constitution says that a representative (shall—will) be twenty-five years old. 35b
15. After (setting—sitting) there for an hour, we decided to return..... 28
16. There (doesn't—don't) seem to be much land around the North Pole.. 45
17. There (is—are) the nests from which they make the famous bird's nest soup. 41b
18. If I (were—was) to study harder, should I be promoted?..... 49
19. The crafty stranger said that he (was—got) left behind..... 29
20. Every boy among us (believe—believes) in fair play..... 43

Reference Section Drill, Verbs

Write the headings *Rule* and *Correct Form* on your strip of paper.

For each sentence refer to your reference section, find the rule which explains the correct usage, and write the number of the rule under the heading *Rule*. Then write the correct form under the heading *Correct Form*.

The next exercise is a review.

1. Who told you that the Statue of Liberty (is—was) in New York Harbor?
2. Either Doris or Ida (wash—washes) the dishes after breakfast.
3. Anne, together with her sisters, (go—goes) to the beach every morning.
4. John wishes he (were—was) in Plymouth.
5. The mother and her babies (are—is) away for the summer.
6. The football team (is—are) expected to win.
7. The collie and the terrier (belong—belongs) to Jack.
8. If I (were—was) Henry, I'd work harder.
9. Neither my aunt nor my cousin (enjoy—enjoys) vaudeville.
10. The cat, along with her kittens, (were—was) watching the mouse hole.
11. The nightingale and the whip-poor-will (sing—sings) at night.
12. He realized that rubies (were—are) rare gems.
13. The father and his sons (weed—weeds) the garden.
14. The third platoon (have—has) won several trophies.

(Score 7 points for each sentence answered correctly.)

Review of Nouns, Pronouns, and Verbs

Some of the sentences on this page are incorrect. If a noun, a pronoun, or a verb is incorrectly used, write the correct form. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT. Do not rewrite the sentence; make the least possible change. Do not change the meaning of the sentence.

On this page consider only nouns, pronouns, and verbs.

Rule

1. Neither Jim nor Ted have attended the meetings.....42a
2. We saw the article and read same.....11a
3. The rifle team has won their third match.....8, 8g
4. I wish I was going to France with you.....49
5. Neither their guest nor the girls was ready when we called.....42b
6. Everyone has a right to their own opinion.....8c
7. The entire club had its speeches prepared.....8h
8. He seized the package and threw same at the stranger.....11a
9. Those girls are the ones which won the tournament.....9a
10. The class invited its friends to the play.....8h
11. Either Mother or Aunt Mary have your scarf.....42a
12. Are those the horses of which you spoke?.....9a, 11b
13. If the lake was not so far away, we could spend week-ends there.....49
14. So great was the suspense that the audience sat rigid in its chairs.....8h
15. Neither Father nor the boys enjoy the seashore.....42b
16. If he was ten years younger, he would study law.....49
17. Hasn't anyone written their essay?.....8c
18. Neither Helen nor Jean take much interest in golf.....42a
19. The fraternity gave their dinner at the City Club.....8g
20. Either Miss Smith or her sisters is going to chaperon us.....42b

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a review.

Rule

1. He said that rubies (were—are) more valuable than sapphires.....47c
2. Marian, together with her sisters, (is—are) giving a tea.....41a
3. Neither Jack nor his pals (want—wants) to accept the offer.....42b
4. The Medical Society (establish—establishes) the code of ethics for doctors. 40a
5. I'm not sure whether my aunt or my cousin (are—is) coming.....42a
6. The lion and the tiger (belongs—belong) to the cat family.....42
7. The Gray boys, along with their father, (is—are) enthusiastic about golf 41a
8. Neither Mildred nor Bob (eats—eat) shrimp salad.....42a
9. If father (was—were) here, he'd let me have the money.....49
10. The teacher told him that the Catskills (were—are) in New York....47c
11. Either the father or the boys (mows—mow) the lawn.....42b
12. Paul and Dick (prefer—prefers) to play tennis.....42
13. I wish I (was—were) a great musician.....49
14. Neither their brother nor the twins (was—were) ready to leave.....42b
15. Aunt Mary, together with her servants, (have—has) gone to her summer home.....41a
16. Neither the cake nor the custard (was—were) fit to be eaten.....42a
17. The chorus (is—are) all well-trained singers.....40b
18. The canary and the goldfinch (is—are) closely related.....42
19. He recalled that teak-wood (was—is) a product of India.....47c
20. If Allen (was—were) in town, he'd go with us.....49

Review of Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. John, along with his chums, (has—have) gone camping.....41a
2. The history of the Romans (is—are) well worth studying.....41
3. Eighty-five cents (is—are) too much to charge for those berries.....40j
4. John (don't—doesn't) play tennis so well as you do.....45
5. If his father (was—were) here, he would behave differently.....49
6. The beech tree and the rose bush (were—was) blighted by the cold...42
7. He was taught that the Torrid Zone (is—was) hot.....47c
8. Either the cook or the maid (remain—remains) on duty.....42a
9. The team (practices—practice) faithfully.....40a
10. Either Alice or the twins (has—have) borrowed my notes.....42b
11. I (will—shall) soon have an answer to my letter.....35a
12. A number of soldiers (were—was) seen marching along the road....40i
13. I told him that we (should—would) enjoy coming.....35c
14. If you (can—may) be here, we should like to have you begin work next Monday. 19b
15. You (will—shall) replace the book at once or leave the class.....35b
16. He (sat—set) his basket on his head and returned to his home.....28a
17. (Will—Shall) I come at three o'clock?.....35f
18. I announced that I (should—would) report the matter even if it cost me my position. 35d
19. Before the Continental Congress acted, the Committee of Correspondence had (wrote—written) many plans for separation.....33a
20. When you (were—was) away last summer, did you learn to swim?..40k

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. The sand, together with the winds and the waves, (has—have) nearly destroyed the trees along the shore. 41a
2. The leader with his little army (were—was) received with open arms by the strangers. 41a
3. Fifteen million dollars (were—was) little to pay for so vast a territory. 40j
4. (Doesn't—Don't) it ever rain in the Sahara? 45
5. If the castle (was—were) made of iron, I would capture it. 49
6. Cost, labor, and materials (has—have) to be considered in the carrying out of the enterprise. 42
7. This proved that the earth (is—was) round. 47c
8. Neither money nor influence (were—was) successful in winning the position. 42a
9. The bunch of bananas (weighs—weigh) fifty pounds. 40a
10. Neither the team nor the substitutes (has—have) been permitted to practice to-day. 42b
11. It is believed that we (shall—will) have no hard coal at the end of a century. 35a
12. There (is—are) a number of reasons why tourists should not be allowed to camp in the park. 41b, 40i
13. They were told that they (should—would) find gold if they went to the West. 35c
14. Without (lays—lies) the snow, a smooth blanket over all the earth. . 20a
15. (Will—Shall) you have a chance to look at this before to-morrow? . . 35f
16. Who (sat—set) that bucket on the step? 28a
17. I (will—shall) do my best, I promise you. 35b
18. Edgar Allen Poe has (wrote—written) some of the finest short stories in our language. 33a
19. The foreman said that you (should—would) report at once. 35d
20. You (was—were) at the conference for I saw you. 40k

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. A Standard and an International dictionary (was—were) examined..42c
2. When the fox takes his "forty winks," he (lies—lays) down and wraps his tail across his nose and toes.....20a
3. Please (lend—loan) me ten dollars.....25
4. It is against traffic regulations to (deliberately cut in—cut in deliberately) ahead of another car.....39
5. The team (does—do) not agree as to the justice of the decision....40c
6. The Army's and the Navy's mascot (was—were) glaring at each other.42c
7. He had (laid—lain) the wreath at the base of the statue.....20b
8. Do you think that bread and butter (taste—tastes) good?.....42d
9. Shall I (loan—lend) this boy the money?.....25
10. Try (and—to) come out to practice after school.....36
11. Why do you (try to always—always try to) be first?.....39
12. I (will—shall) attend the meeting regardless of the weather.....35b
13. Four-fifths of the surface of the United States (is—are) fit for agriculture without irrigation. 40h
14. A cat's and a dog's paw (is—are) different.....42c
15. When the face of the earth (lies—lays) bare, birds are glad to peck at crumbs. 20a
16. Will you (loan—lend) me your typewriter?.....25
17. The stenographer and typist (is—are) to be promoted in June....42d
18. When he had finished, he (lay—laid) the plans on the table.....20b
19. The cup and saucer (is—are) an heirloom in the family.....42d
20. He seems (to greatly—greatly to) respect his scout-master.....39

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. There is no doubt but (what—that) a week in camp can benefit a boy greatly. 38
2. The tenth and the last chapter (were—was) the most interesting....42c
3. Everybody who arrives in New York (are—is) impressed by the magnitude of the city. 44
4. The soldiers held the fort as long as they (could—could hold it)....50a
5. Robert, unlike his brothers, is one who (profits—profit) by the mistakes of others. 46
6. The success of the team was due to (John—John's) making a perfect score. 51
7. They came to America to try (and—to) get higher wages....36
8. Thisbe saw Pyramus (laying—lying) dead by the roadside....20a
9. (Shall—Will) an expedition ever reach the top of Mt. Everest?....35f
10. Paul Revere galloped into the night to (hastily summon—summon hastily) the minute men. 39
11. The team (has—has brought) and will bring many honors to the school. 50a
12. (Were—Was) either of the battalions able to keep the enemy at a distance? 44
13. This misfortune has (lain—laid) a heavy burden upon us....20b
14. The bread and butter (was—were) eaten by the hungry children....42d
15. The idea of (Fulton—Fulton's) making a steamboat seemed impossible to many. 51
16. Where (are—is) either of us going to get a book?....44
17. Tons of unused ore had (lain—laid) there for generations....20a
18. Try (and—to) write at least once a week....36
19. I, who (am—is) a poor speaker, cannot accept the position....46
20. The book was (laying—lying) just where he had left it....20a

Reference Section Drill, Verbs

Write the headings *Rule* and *Correct Form* on your strip of paper.

For each sentence refer to your reference section, find the rule which explains the correct usage, and write the number of the rule under the heading *Rule*. Then write the correct form under the heading *Correct Form*.

Rule *Correct Form*

1. The Eagle Troop (are—is) holding a meeting to-night.
2. Mary (shall—will) enjoy that concert.
3. If Mother (were—was) at home, I'd invite you to dinner.
4. He was taught that the state of Florida (was—is) a long peninsula.
5. I (shall—will) do it even if I die in consequence.
6. He said that he had (saw—seen) every zoo in Europe.
7. If John (should—would) call, ask him to wait until I return.
8. You told her that you thought you (should—would) come.
9. (Shall—Will) we be able to play in the finals?
10. Her employer insisted that she (should—would) be prompt.

(Score 10 points for each correct answer.)

Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a review.

Rule

1. We do not doubt (but what—that) he will pay his debts.....38
2. The corresponding and the recording secretary (are—is) to be elected.42c
3. (Do—Does) either of them know how to run a mimeograph?.....44
4. You can't (learn—teach) an old dog new tricks.....26
5. There is no reason for (him—his) protesting the umpire's decision....51
6. I, who (is—am) your friend, tell you not to do this.....46
7. We (rose—raised) the windows in order to let out the smoke.....24b
8. Washington left his camp fires burning while he (marched—marches) on to Princeton. 47a
9. Will you (learn—teach) me how to tie a sailor's knot?.....26
10. How prices have (raised—risen) this last year!.....24a
11. He could not doubt but (what—that) he had done his country a great wrong. 38
12. The second and the third verse (are—is) not so well-known.....42c
13. The mother bird (learned—taught) her young how to fly.....26
14. The life guard was greeted with cheers when he (come—came) to the boat. 47a, 33e
15. It is he, among all his fellows, who (have—has) won our admiration..46
16. Does the story state that the Phoenix has ever (raised—risen) from the ashes? 24a
17. Our responsibilities have increased as rapidly (as our wealth has—as our wealth). 50a
18. Neither of the boys (knows—know) a thing about swimming.....44
19. He (learned—taught) the boys how to play tennis.....26
20. Burr could not doubt (but what—that) he had done wrong in killing Hamilton. 38

Review of Nouns, Pronouns, and Verbs

Some of the sentences on this page are incorrect. If a noun, a pronoun, or a verb is incorrectly used, write the correct form. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT. Do not rewrite the sentence; make the least possible change. Do not change the meaning of the sentence.

On this page consider only nouns, pronouns, and verbs.

The next exercise is a review.

Rule

1. Anne wished that she was a great artist.....49
2. Whom do you suppose authorized his action?.....5a
3. He said that everyone had received mail but me.....4, 4b
4. The girls, along with their neighbor, goes swimming every morning..41a
5. There was loud applause when the prize was given to we boys.....4c
6. The Congress of Mothers are meeting in Washington.....40a
7. Neither Tom nor Will play the saxophone.....42a
8. He did not know that the Sahara was in Africa.....47c
9. The chorus had not received its costumes.....8h
10. Everyone had prepared their lesson.....8c
11. Neither Father nor Mother like mushrooms.....42a
12. If it were earlier, we might dance.....49
13. The team owed their success to the coach.....8g
14. The alligator and the crocodile is much alike.....42
15. I received your picture, and I shall keep same on my piano.....11a
16. Who do you think sent her that plant?.....5a
17. Neither the vine nor the rose bushes has been injured by frost.....42b
18. There are the children of which I spoke.....9a
19. All of we men were given a substantial bonus.....4c
20. If I was going to Europe, I should take as little baggage as possible..49

Review of Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a review.

Rule

1. The men did not doubt (but what—that) the manager acted as he thought best, but they believed he acted unwisely. 38
2. An angry crowd (require—requires) careful handling. 40a
3. Neither the beaver nor the other animals in the pond (seem—seems) to mind how cold it gets. 42b
4. John wishes to know whether or not he (can—may) take charge of the balls and the bats. 19a
5. (Lie—Lay) low and say nothing. 20a
6. (Isn't—Aren't) seventy-five cents too much to pay for that ball? 40j
7. The king (set—sat) on his throne and watched the contest. 28
8. Friends of the district attorney (was—were) asked to aid in the curious quest. 41
9. Many of the things we eat have (came—come) thousands of miles before we get them. 33, 33e
10. Mathematics (are—is) helpful to an engineer. 40d
11. How many (got—were) killed at Lexington? 29
12. What (shall—will) I do if I fail this month? 35f
13. There (have—has) been a tremendous decrease in the number of wild birds. 41b
14. Rip (taken—took) his gun and went to the woods. 34
15. Books were first (wrote—written) on bricks that were afterward baked in the sun. 33a
16. "The Last Days of Pompeii" (are—is) listed among the romantic novels. 40g
17. A red and a blue pencil (are—is) in the top drawer. 42c
18. The caretaker promised that the house (would—should) never be left unlocked. 35d
19. The number of copies (are—is) limited. 40, 40i
20. They have (set—sat) a monument on the battle ground. 28a

Review of Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a review.

Rule

1. A single bird was seen to (slowly wing his way—wing his way slowly) across the chasm. 39
2. The football squad (is—are) attempting to secure high scholastic records. 40b
3. The cereal and milk (was—were) served first.....42d
4. Is it true that an owl (may—can) hear a mouse at a greater distance than he can see it?.....19b
5. They voted to (lay—lie) the resolution on the table.....20b
6. An abundance of water power (leads—lead) to manufacturing.....40h
7. Games on the playground (learn—teach) you to think quickly.....26
8. The maple, along with the elm and the oak, (show—shows) the effect of the storm. 41a
9. When he had (did—done) the task set for him, Franklin wished to retire. 33, 33c
10. The congregation (differs—differ) about the extent of his guilt.....40c
11. (Am I not—Ain't I) the captain of this team?.....30
12. He promised that his son (would—should) come if he could.....35d
13. Shorthand and typewriting (are—is) taught in the majority of high schools. 42
14. Have you ever (went—gone) up in an aeroplane?.....33f
15. The merchant's goods (were—was) damaged by smoke and water....40e

(Score 6½ points for each correct answer.)

Review of Verbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a practice test.

Rule

1. On October 12, a sailor (seen—saw) a light moving on the shore..33b, 34
2. I never (have—have liked), and I never shall like, the ending of "The Lady or the Tiger." 50a
3. You (ought—had ought) to know better by this time.....22
4. He left his rubbers on the doorstep when he (entered—enters) the house. 47a
5. They (rose—raised) in their stirrups.....24a
6. The soldiers wanted to try (to—and) defend the fort.....36
7. He (don't—doesn't) give anyone two chances to spell the word.....45
8. I should feel sorry if he (would—should) speak to me in that way..35e
9. Each box and each can (are—is) sealed before it leaves the factory..43
10. Either pine or oak (were—was) used in ship building.....42a
11. The class president must do better or we (will—shall) remove him....35b
12. We (was—were) driving down a hill when suddenly something went wrong with the steering gear.....40k
13. Ernest had (saw—seen) the Great Stone Face every day during his lifetime. 33, 33b
14. The winning of the game depended upon (their—them) playing steadily. 51
15. Please (leave—let) me be a Boy Scout.....21a
16. I had planned to go to the library last night, but I learned that it (was—is) always closed on Sundays.....47c
17. If you are not going to use your pen, (lend—loan) it to me.....25
18. Harry is the member of our class who (belong—belongs) to the team..46
19. The colonies could not help (but see—seeing) that the French were encroaching on their territory.....37a
20. Each of the articles (were—was) bought at the local store.....44

Practice Test, Verbs

Some of the sentences on this page are incorrect. If a verb is incorrectly used, write the correct form. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT. Do not rewrite the sentence; make the least possible change. Do not change the meaning of the sentence.

On this page consider only verbs.

Rule

1. The foreman says that we can inspect the plant at any time.....19a
2. Perhaps you was surprised to learn that some people make a hobby of collecting playing cards.....40k
3. Either John Merton or these boys is responsible for the breaking of the machinery.....42b
4. The most important news are on the front sheet of the paper.....40d
5. The St. Lawrence has froze this winter.....33
6. America don't believe in class distinctions.....45
7. I wish I was able to secure one of those rare stamps for you.....40
8. A group of men disguised as Indians were seen to leave the church..40a
9. What else has the author wrote?.....33a
10. A horse, along with a few cattle, were brought to America by the Spaniards in 1519.....41a
11. We will probably save time by taking the river road.....35a
12. Valleys once lay where the Appalachian mountains are now.....20a
13. Neither the walrus nor the polar bear are found in warm zones....42a
14. Had they ever saw such wealth before?.....33b
15. What did you say was the meaning of the term "static"?.....47c
16. The genius and the labor of the Apache Indian has made it possible to construct good roads in Arizona.....42
17. Sanitation done wonders for the Canal Zone.....33c, 34
18. Aren't you afraid that fifty dollars a week are too much to expect the man to pay?.....40j
19. Everybody who has visited French-Canadian cities have been impressed by their quaintness.....44
20. One way in which we can help to protect wild flowers are by refusing to purchase them.....41
21. You had ought to read the daily papers.....22
22. He said that he should probably return before noon.....35c
23. Shall John be promoted this year?.....35f
24. The committee has not discussed the matter with one another.....40b
25. "The Three Musketeers" were dramatized for the motion pictures....40g

(Score 4 points for each correct answer.)

Letter, Review of Nouns, Pronouns, Possessives, and Verbs

Write numbers on a strip of paper to correspond to the numbers before the lines on this page. Write your answers on your strip of paper; do not write on this page.

If a line is correct, write C on your strip of paper after the number for that line. DO NOT CHANGE ANY LINE WHICH IS CORRECT. If there is a mistake in the first line, write the correct form on your strip of paper. Then write the correct forms for the other lines. If there are two errors in any line, correct both.

On this page consider nouns, pronouns, possessives, and verbs.

DEAR JOHN:

1. That boy who they gave that position to at Merton's and Carson's
2. store ain't so good as they thought he was. Mr. Salters said that leaving
3. him do as he pleases is a mistake.
4. The firm's policy prevents Mr. Salters from discharging him without a
5. longer trial. He had ought to have that authority. However, Mr.
6. Salters has got the right to hire you or I if he doesn't improve before
7. the end of next month. The firm generally make appointments in June.
8. Mr. Salters didn't say how much the company are paying that boy. He
9. did say that the wages paid to good advertisers is causing many boys to
10. apply for an opportunity to learn the business.
11. Was you here when the principal spoke about the future of advertising?
12. We should have took his advice and prepared ourselves at that time. I
13. am studying now and wish you would loan me your new course in English.
14 By who was that course wrote? Don't the way in which the subject is
15. presented make it easier to learn? The Board of Education have recom-
16. mended it.

Your friend,

BOB.

(Score 6½ points for each correct answer.)

Adjectives and Adverbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. William Pitt was (a—an) honorable man.....52a
2. (An—A) hundred men stepped across the line.....52b
3. A man (and—and a) woman founded Rhode Island.....53
4. The athlete, (the soldier, and the statesman—soldier, and statesman) are all needed. 53
5. Examine the trunks of an oak (and—and a) maple tree.....53b
6. The city is the capital (and the—and) leading seaport of Rhode Island. 53a
7. Do you use the singular (and the—and) plural possessive correctly?..53b
8. Such (a—an) one couldn't be found often.....52b
9. A baby colt is much (awkwarder—more awkward) than a lion cub..55b
10. (A—An) estate in the South was cultivated by slaves.....52a
11. Brown was the manager (and—and the) captain.....53a
12. He did not govern his men (well—good).....61
13. Yesterday was a (real—very) stormy day.....58a
14. The boy mowed the lawn (good—well).....61
15. Jones is a better draftsman than (mathematician—a mathematician)..53e
16. The plants are growing (good—well).....61
17. He didn't believe (nothing—anything) that he heard.....67
18. He searched the room, but he didn't see (any—none) there.....67
19. Things are going (good—well) to-day.....61
20. (An honester—A more honest) man never lived.....55b

Adjectives and Adverbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. There was (an—a) universal demand for cotton.....52b
2. The engineer (and the—and) fireman stood at their posts.....53
3. Shakespeare was a poet (and a—and) dramatist.....53a
4. Be careful, for we are using the old (and—and the) new edition of this book. 53b
5. We should like to have a girl who is a stenographer (and—and a) typist. 53a
6. The company has refused to employ either a girl (or—or a) boy under eighteen. 53
7. The new pitcher is a tall (and a—and) powerful man.....53c
8. (A—An) history of the class is being written.....52b
9. Skip the first (and—and the) second line.....53b
10. The work of a newspaper reporter is (real—very) interesting.....58a
11. When did Harris (start in—start) working for that firm?.....64
12. The first (and—and the) second baseman hit well.....53b
13. That kind (of a—of) person does not make a good leader.....53d
14. He has two rare stamps, a Spanish (and a—and) French stamp....53b
15. Foster was a musician (and a—and) composer.....53a
16. Platinum is (more expensive—expensiver) than any other metal....55b
17. How (good—well) the decorations suit the occasion!.....61
18. We couldn't find him (nowhere—anywhere).....67
19. Harry has not pitched so (good—well) this term.....61
20. The rose is (fragranter—more fragrant) than the violet.....55b

Adjectives and Adverbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. All the world admires (a—an) athlete.....52a
2. The summer vacation will give you an opportunity to (rest—rest up)..64
3. Must I use a definite (or—or an) indefinite article?.....53b
4. Egypt is a hot (and—and a) dry country.....53c
5. Do you know the difference between the stars (and—and the) planets?.53
6. What sort (of a—of) pencil do you wish?.....53d
7. We think that our climate is (more superior—superior).....55d
8. Did she address (them—those) letters correctly?.....54c
9. The villagers stared (curiously—curious) at Rip Van Winkle.....57b
10. Michelangelo was a sculptor, (painter, and—a painter, and a) poet..53a
11. The small (and—and the) active boy made a good catcher.....53c
12. A good sportsman is not that kind (of a—of) person.....53d
13. When the boat capsized, I (sure—surely) did think I was lost....57, 57b
14. That is the (brilliantest—most brilliant) light in the office.....55b
15. Hamilton, an American statesman (and an—and) author, was killed by Burr. 53a
16. Cotton grows (good—well) in a hot climate.....61
17. The world hasn't (no—any) use for slackers.....67
18. His handwriting is very different (than—from) his brother's.....70
19. He writes a small (but a—but) legible hand.....53c
20. He made a curious kind (of a—of) sled.....53d

Adjectives and Adverbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. There is no excuse for (these—this) sort of mistake.....54a
2. The accident gave (those—them) men something to think about.....54c
3. How is the new method different (to—from) the old?.....70
4. During a (terrible—terribly) cold winter they marched to Moscow....58
5. The new clerk is (real—very) efficient.....58a
6. We (sure—surely) can be there on time.....57c, 57b
7. Boone was a strange sort (of—of a) man.....53d
8. We require each of our employees to pass (a—an) oral examination, as well as a written one.....52a
9. The drummer was a fearless (and a—and) patriotic boy.....53c
10. Singleton is a better clerk than (a bookkeeper—bookkeeper).....53e
11. You can scarcely imagine how (sweet—sweetly) the skylark sings..57b
12. Many people can not live (happy—happily) in the country.....57a
13. He was too (astonished—much astonished) to reply at once.....63
14. It was the (dreadfulest—most dreadful) sight he had ever seen....55b
15. The seal is a land (and a—and) water animal.....53c
16. The kind (of—of a) pen I like isn't here.....53d
17. That calculating machine works (real—very) well.....58a
18. A pencil (and a—and) notebook were lying on the stenographer's desk.53
19. America (sure—surely) has a great destiny before her.....57c, 57b
20. The team watched (careful—carefully) to see that no bases were stolen. 57b

Adjectives and Adverbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a review.

Rule

1. The old inn had vanished and (a—an) hotel stood in its place.....52b
2. Give (them—those) letters to the messenger.....54c
3. He spoke of customs which are (universal—most universal).....55d
4. How (fragrant—fragrantly) those lilies smell!.....56a
5. (These—This) kind of fruit comes from California.....54a
6. He gazed (hungry—hungrily) at the pie.....57a
7. I (sure—surely) am going there.....57c, 57b
8. A blue (and a—and) white uniform was worn by the visiting nurse..53c
9. Doesn't that man do his work (good—well)?.....61
10. I saw the figures of a man (and—and a) woman.....53
11. The purchase of shares in the Suez Canal (sure—surely) did prove a good investment.....57c, 57b
12. His training would fit him for (those—that) kind of positions.....54a
13. His earnestness appears (questionably—questionable).....56b
14. Are the Filipinos able to rule themselves (good—well)?.....61
15. Much credit was given to both the Army (and the—and) Navy.....53
16. There (isn't—is) scarcely a man living who heard him.....67
17. Don't be that sort (of a—of) person.....53d
18. Do you use a soft (or—or a) hard pencil?.....53b
19. Stevenson loved the natives of Tahiti (good—well).....61
20. Guard them as (close—closely) as you can.....57b

Reference Section Drill, Adjectives and Adverbs

Write the headings *Rule* and *Correct Form* on your strip of paper.

For each sentence refer to your reference section, find the rule which explains the correct usage, and write the number of the rule under the heading *Rule*. Then write the correct form under the heading *Correct Form*.

1. (A—An) uneducated person might confuse an adjective and an adverb.
2. Of what use are all (them—those) little wires?
3. Saccharine is three hundred times (sweeter—more sweeter) than sugar.
4. They thought that (this—this here) problem would puzzle the professor.
5. What sort (of a—of) method did Socrates use in teaching the Greek youth?
6. Coal is better for this furnace than (any—any other) fuel.
7. If he had studied grammar, he would not write (this—these) kind of letters.
8. Which of these two filing systems is the (better—best)?
9. You should read (less—fewer) books but read those more thoroughly.
10. The Newfoundland dog makes a good guard (and—and a) playfellow for a child.

(Score 10 points for each sentence answered correctly.)

Adjectives and Adverbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. We have studied the grammar (and—and the) arithmetic assignment. 53b
2. TNT is a powerful (and—and a) dangerous explosive. 53c
3. It was (kind of—rather) late when I reached home. 65
4. The bell sounds (loudly—loud) in the clear air. 56a
5. Your attitude surprised us (some—somewhat). 66
6. Going as (rapidly—rapid) as it can go, this steamship takes six days to cross the ocean. 57b
7. I don't know which I like (better—best), swimming or boating. 55c
8. This lesson is (sort of—rather) hard. 65
9. The proclamation sounded (harshly—harsh) to the colonists. 56a
10. The manager was (very—very greatly) angered by the proposal. 63
11. Do we value our freedom (high—highly) enough? 57b
12. The office became quiet very (quick—quickly). 57b
13. You must be (real—very) careful. 58a
14. Muir crossed a sort (of—of a) bridge made of ice. 53d
15. Jackson was (kind of—rather) angry when he heard this. 65
16. They were (some—somewhat) uncertain about the intentions of the strangers. 66
17. I like (these—this) kind of papers. 54a
18. Did the manager sign (them—those) letters? 54c
19. Our relay team ran the (faster—fastest) of the two teams. 55e
20. Our cantaloupe tastes (queerly—queer) to the Europeans. 56a

Adjectives and Adverbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a review.

Rule

1. These soldiers made the (supreme—most supreme) sacrifice.....55d
2. Louis XV was more selfish than (any—any other) French monarch..55g
3. Harry looks (sleepy—sleepily) this morning.....56a
4. A (real—very) cold winter was foretold.....58a, 58
5. Being lost in the woods at night was (real—really) distressing....58b, 58
6. It was (almost—most) dark when they reached the fort.....59
7. Didn't Marie sing (well—good)?.....61
8. I can't find Oslo (anywheres—anywhere) on this map.....62
9. The animal seemed (unhappily-unhappy) in its new surroundings..56b
10. This outline should be (rounder—round).....55d
11. Oak is better than (any—any other) wood for making floors.....55g
12. At (almost—most) any time you might have found him drawing plans.59
13. (Them—These) examples are too hard.....54c
14. The expedition halted (somewhere—somewheres) near the top of Mt. Everest. 62
15. These reports do not seem (correct—correctly) to me.....56b
16. Is the view (better—best) from the Capitol or from the Monument?.55e
17. They fled, for they were (very much frightened—very frightened) by the elephants. 63
18. How (delightful—delightfully) that salt air feels!.....56a
19. Are you (most—almost) ready?.....59
20. Stanley met Livingstone (somewhere—somewheres) in Africa.....62

Composition, Review of Adjectives, Adverbs, Possessives, and Verbs

If any one of the following lines does not contain a mistake, write C on your strip of paper after the number for that line. DO NOT CHANGE ANY LINE WHICH IS CORRECT.

If there is a mistake in the first line, write the correct form on your strip of paper. Then write the correct forms for the other lines. If there are two errors in any line, correct both.

On this page consider possessives, adjectives, adverbs, and verbs.

Smuggling

1. Smuggling goods into the United States has increased to a great extent.
2. It is sort of easy to bring these here things into the country across
3. the Canadian and the Mexican border. People don't hardly realize
4. that smuggling is a well-organized and a paying business in Europe.
5. This sort of a thing should not be allowed to increase in this country.

Airplane Forest Patrols

6. The airplane is most valuable in the forest-protection service. During
7. the time of unusual severe forest fires, them patrols save government
8. and private timber worth millions of dollars.
9. A pilot once discovered a fire in the dense wilderness of Oregon. He
10. started to report it, to only find that his radio wasn't working. He
11. made the repairs quick. Then he signaled for aid to a nearby station
12. and received a reply within five minutes.

(Score 8½ points for each answer that agrees with the printed answer.)

Adjectives and Adverbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. (A—An) universal custom has been disregarded.....52b
2. State the direct (and—and the) indirect cause of the trouble.....53b
3. The air on the mountain is (cooler—more cool) than the air in the valley. 55a
4. Is Africa a (real—very) hot country?.....58a, 58
5. The hermit in the old story was a barber (and—and a) physician.....53a
6. It was (real—really) hard for him to spare the five dollars.....58b, 58
7. He enjoys golf more than (any—any other) game.....55g
8. We have had (fewer—less) sales of foreign than of domestic goods....60
9. Which do you prefer, a cotton (or—or a) silk umbrella?.....53b
10. We have a (real—very) good chance to take the lead.....58a, 58
11. After all these years, it seemed (real—really) surprising that Mt. Etna was active again. 58b, 58
12. How (good—well) it seems to be back!.....56b
13. That product is popular because it is (very—very well) advertised..63
14. The new machine is (sort of—somewhat) expensive.....65
15. I am (real—very) sorry that you did it.....58a, 58
16. No (less—fewer) than nine boys are required for a team.....60
17. The sailors were (too—too much) surprised to stop them.....63
18. It's (kind of—rather) hot to-day.....65
19. A (real—really) clever player is never boastful.....58b, 58
20. He did not do so (well—good) to-day.....61

Adjectives and Adverbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. Does he take (a—an) interest in sports? 52a
2. John is the sort (of a—of) boy that other boys like 53d
3. The English (and—and the) Egyptian army were not well matched. 55b
4. It was a narrow (and a—and) winding path that led to the top 53c
5. (That—Those) sort of shoe does not wear well 54a
6. How (horribly—horrible) dark it seems! 58
7. The room is (kind of—rather) dark for a library 65
8. If you give me the position, I will (start in—start) working at once. 64
9. Japan is more crowded than (any—any other) island of the Pacific. 55g
10. (A—An) education is expensive 52a
11. The Louisiana Territory was explored (real—very) soon after its purchase. 58a, 58
12. The number of fires in the community was (real—really) alarming. 58b
13. (Most—Almost) everyone likes trees 59
14. She did all her work very (thorough—thoroughly) 57b
15. You spoke (very—real) well at the assembly 58a
16. Raleigh was (very—very much) disappointed when his settlement at Roanoke failed 63
17. Go to (almost—most) anyone in the class for help 59
18. He lifted the trunk (easy—easily) 57a
19. Cutting the Panama Canal was a (real—really) great undertaking. 58b, 58
20. Queen Elizabeth was vainer than (any—any other) queen then living. 55g

Adjectives and Adverbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. Spokane is an important railway center (and—and a) distributing point for that part of the country.....53a
2. I shall ask (this—these) sort of question in the test.....54a
3. So (astonishing—astonishingly) swift was the attack that they were captured before they knew it.....58, 57b
4. Who put (them—those) shoes in my locker?.....54c
5. The cowbird is the (most lazy—laziest) of the birds.....55a
6. Which is the (more exciting—most exciting) ice-boating or ice-skating? 55e
7. John, a poet (and a—and) singer, was killed.....53a
8. He was too (pleased—much pleased) with the offer to think of rejecting it. 63
9. He (sure—surely) did do well this morning.....57c
10. The (most lofty—loftiest) peaks are wrapped in snow.....55a
11. When he had (most—almost) completed the trip, the boat sank.....59
12. (Fewer—Less) boys than girls are on the honor roll.....60
13. A slow stenographer (could—couldn't) never handle this work.....67
14. The king thought that there were (less—fewer) reasons for war than for peace. 60
15. Harry is stronger than (any—any other) boy of his age.....55g
16. Agriculture seems (backwardly—backward) in Roumania in spite of the fine opportunities for development. 56b
17. The road felt (smoothly—smooth) to our feet.....56a
18. Clara has more desirable qualities than (any—any other) girl I know..55g
19. Is it (cheaper—cheapest) to go by land or by water?.....55e
20. There are (fewer—less) things to learn about that country than about Italy. 60

Reference Section Drill, Adjectives and Adverbs

Write the headings *Rule* and *Correct Form* on your strip of paper.

For each sentence refer to your reference section, find the rule which explains the correct usage, and write the number of the rule under the heading *Rule*. Then write the correct form under the heading *Correct Form*.

The next exercise is a review.

1. I haven't (no—any) book.
2. I have finished the (harder—hardest) of my two assignments.
3. He is a paper-hanger (and a—and) painter.
4. Files of (those—that) type are more expensive.
5. This is a new kind (of—of a) grammar.
6. The auditor (sure—surely) had a difficult task.
7. Does his voice sound (clear—clearly)?
8. (Almost—Most) all the states have mottoes.
9. It is (a real—really an) impossible task to satisfy everybody.
10. John, who plays quarterback, is faster than (any other—any) boy on his team.
11. (This here—This) sentence is wrong.

(Score 9 points for each sentence answered correctly.)

Review of Adjectives and Adverbs

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a practice test.

Rule

1. The shortstop has (less—fewer) opportunities to field well than the other players have. 60
2. Out of the door bounded a boy (and—and a) dog..... 53
3. I have a Latin (and a—and) Greek dictionary..... 53b
4. Athens is an ancient (and a—and) historical city..... 53c
5. Why didn't the army march (prompt—promptly) toward the city?. 57b
6. I was (somewhat—sort of) amused at his request..... 65
7. Such customs appear (foolishly—foolish) to an outsider, but they mean much to the native..... 56b
8. That was a (real—very) helpful suggestion..... 58a
9. They seemed (too—too much) discouraged to make the extra effort.. 63
10. Do you like (this—these) sort of exercise?..... 54a
11. Hand me (them—those) reports..... 54c
12. Does she write shorthand as (good—well) as she typewrites?..... 61
13. The man (hadn't—had) but one friend in the world..... 67
14. The canal is (most—almost) completed..... 59
15. Which of the two poems do you like (better—best)?..... 55e
16. (An—A) ostrich hides its head in the sand..... 52a
17. The Indian looked (angry—angrily) as he stepped from his wigwam.. 56a
18. This town is cleaner than (any—any other) town in the county.... 55g
19. Harry was the cashier (and the—and) clerk of the town's only store.. 53a
20. The natives were (terrible—terribly) frightened at the sight of the first steamboat. 58

Practice Test, Adjectives and Adverbs

Some of the sentences on this page are incorrect. If an adjective or an adverb is incorrectly used, write the correct form. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT. Do not rewrite the sentence; make the least possible change. Do not change the meaning of the sentence.

On this page consider only adjectives and adverbs.

The next exercise is a review.

Rule

1. My brother was the captain and the quarterback.....53a
2. He saw a tired horse and unfortunate man.....53
3. In the Black Hole of Calcutta it seemed terrible hot.....58
4. Frank is more agreeable than any boy in his class.....55g
5. Our boys felt badly about their defeat.....56a
6. The breeze from the fan feels well.....56a
7. It is real difficult to discover what caused the explosion.....58a, 58b
8. Were the rulers very distressed when they heard the report?.....63
9. A eagle flapped slowly across the canyon.....52a
10. He was sort of awkward.....65
11. Which do you think is most useful, a business or an academic course?..55c
12. Point Barrow is real near the North Pole.....58a
13. A large and small boy have equal chances.....53b
14. The work was most completed when the men left.....59
15. Franklin hadn't but a few cents in his pocket.....67
16. That sort of person is never successful.....54a, 53d
17. No less than four candidates presented themselves.....60
18. Crossing the Andes was a difficult and a dangerous undertaking.....53c
19. Cars should be operated as quiet as possible.....57b
20. Who obeys them orders?.....54c

Review of Nouns, Pronouns, Verbs, Adjectives, and Adverbs

Some of the sentences on this page are incorrect. If a noun, a pronoun, a verb, an adjective, or an adverb is incorrectly used, write the correct form. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT. Do not rewrite the sentence; make the least possible change. Do not change the meaning of the sentence.

On this page consider nouns, pronouns, verbs, adjectives, and adverbs.

Rule

1. The boy who you selected will report at once.....5e, 3a
2. The team practice faithfully.....40a
3. Who are you sending that to?.....5c, 4
4. She always dresses beautiful.....57b
5. The teacher said that salt was a mineral.....47c
6. She felt badly about the error in Mr. Walter's letter.....56a
7. Who do you suppose she met?.....5b, 3a
8. Discharge whomever has been careless.....6a
9. He spoke too soft.....57b
10. Bring whomever you like.....6c
11. The cake smells deliciously.....56a
12. They read that bronze was an alloy.....47c
13. Be sure to answer Frederick and White's letter promptly.....57b
14. Tell whoever you see about Jackson's and William's promotions.....6c
15. She felt uncomfortably after the fall.....56a
16. The orchestra play exceptionally well.....40a
17. Doesn't Alice play the piano good?.....61
18. Send for whomever has been most efficient.....6b
19. The ticking sounds peculiarly.....56a
20. Whom do you suppose I made it for?.....5c, 4

Review and Introduction of Prepositions

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. Edith, along with some others, (are—is) in the class play.....41a
2. She (doesn't—don't) smile very often.....45
3. He didn't (remember of—remember) studying that rule about possessives.....72a
4. Nero (must of—must have) been a barbaric sort of monarch.....74
5. On one hand rises a cliff so steep and sheer that no man (can—may) climb it.....19b
6. He was one (who—whom) you trusted without knowing why.....5e
7. It is (no use—of no use) to try to work those problems without the formula.....73a
8. The Army will protect the country (as—like) it has protected it in the past.....75a
9. Wasn't it Achilles and (he—him) who stood watching the battle?.....2
10. He (parted with—parted from) his friends regretfully.....77f
11. Why did the litmus paper act (in that way—that way) when dipped into acid?.....73a
12. It is I who (has—have) the right to make the decision.....46
13. Baton Rouge was one of the (most early—earliest) French settlements in Louisiana.....55a
14. Alexander the Great was (sure—surely) sorry when he had no more worlds to conquer.....57c
15. We do not (recollect of—recollect) having received the complaint....72a
16. (Emerson's—Emersons) essays are interesting to many students....14a
17. Aegeus (parted from—parted with) his son in great sorrow.....77f
18. The city should (have—of) built the street when land cost less.....74
19. The battering-ram was (a—an) instrument used for battering down walls of besieged places.....52a
20. Raphael's religious pictures, (like—as) Fra Angelico's, are famous for finish and harmony of color.....75a

Prepositions

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. Jason (remembered of—remembered) having heard how to handle an angry bull. 72a
2. The old man asked whether anyone was (home—at home) 73c
3. John (must of—must have) been afraid, for he ran away 74
4. Why did the natives of India act (in that way—that way)? 73a
5. Is this copy of the contract different (to—from) that one? 77e
6. I distributed the blanks equally (among—between) the forty classes of the school. 76c
7. Cadmus, (accompanied by—accompanied with) his brothers, set out in search of Europa. 77a
8. You will find no one (at home—to home) at this time of day 73c
9. The doctor who died (of—with) leprosy was one of the greatest heroes of his time. 76e
10. The operator did not (remember of—remember) telephoning to the next station. 72a
11. (Of what use—What use) is the vast territory lying in the Frigid Zone? 73a
12. Is there trouble (among—between) the numerous Balkan states? 76c
13. Are you angry (at—with) me? 77c
14. More than half the colony died (of—with) yellow fever 76e
15. (Of what value—What value) will Latin be to me? 73
16. Franklin parted (from—with) his last cent to buy himself some rolls .. 77f
17. Martley, an inventor, died (of—with) pneumonia 76e
18. Since that date there has been a rivalry (among—between) the two nations. 76c
19. He complained that the goods were different (than—from) those that he had ordered. 77e
20. I don't (remember of—remember) being told to be here early 72a

Prepositions

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. Marco Polo had little idea of where he was (going—going to).....72b
2. Theseus should not (of—have) forgotten to change his sails.....74
3. There was much jealousy (between—among) several of the leaders of the Sepoys. 76c
4. Where did the Vikings (go—go to)?.....72b
5. (Beside—Besides) a number of oxen, cows, and calves he had herds of sheep and flocks of geese.....76a
6. Thousands of the natives died (with—of) cholera.....76e
7. Didn't you know better than to act (in that way—that way)?.....73a
8. (What use—Of what use) was a seaport to Russia when she had no ships? 73a
9. We should (have—of) painted the house before the rainy season.....74
10. Rosalind, accompanied (with—by) Celia, fled to the Forest of Arden.77a
11. Thousands of Eskimos died (with—of) measles after the coming of the white men. 76e
12. King Arthur parted (from—with) Sir Launcelot sadly.....77f
13. Pandora should not (have—of) opened the magic box.....74
14. Where was the (messenger at—messenger) when the director telephoned? 72b
15. The stranger passed (among—between) the homeless and grief-stricken people. 76c
16. Many of our soldiers died (of—with) typhoid fever.....76e
17. Grecian art seems to (have—of) reached a height that will never be attained again. 74
18. Saul was angry (with—at) David. 77c
19. The butterfly floated back and forth (among—between) the gay garden flowers. 76c
20. Shall I take the book (off—off of) the desk?.....72d

Prepositions

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. Hercules took the world (off of—off) the shoulders of Atlas.....72d
2. Why did the Egyptians act (that way—in that way) toward a nation that was helping them?.....73a
3. A blizzard is a high wind accompanied (by—with) blinding snow....77a
4. Who sits (in back of—behind) you?.....72c
5. David Fraser (must of—must have) been the best stonecutter in Scotland. 74
6. We are sailing (on the eleventh—the eleventh) of August.....73b
7. The first settlers did not attempt to keep strangers (off of—off) their property. 72d
8. The work of the advertising manager is very different (from—to) that of a salesman. 77e
9. (Among—Between) the three men there existed a sort of fellowship.76c
10. (Behind—In back of) him roared the mighty forest fire.....72c
11. Did you meet him at the door, or had he gone (in—into) the store?..76d
12. They threw the cargo (off of—off) the ship so as to lighten her.....72d
13. We must send three letters (beside—besides) those you have dictated.76a
14. What important event occurred (April 14—on April 14), 1861?....73b
15. There were well-filled barns (behind—in back of) Baltus Van Tassel's home. 72c
16. He followed me (in—into) the office.....76d
17. We shall remain (at home—to home) to-night.....73c
18. Do not pitch your tent in dense timber, for such a place, (beside—besides) being unhealthful, is dangerous.....76a
19. We mailed our spring catalogue to you (on May 12—May 12).....73b
20. John Paul Jones would not (consider—consider of) surrendering.....72a

Prepositions

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a review.

Rule

1. I should (like for—like) you to read all the references before making a summary. 72e
2. Suddenly something struck the wall (in back of—behind) him. 72c
3. (Besides—Beside) providing heat for our houses, coal yields the gas that cooks our food. 76a
4. Poe's stories are different (from—than) any others that I have read. .77c
5. The ship was wrecked (off of—off) this coast. 72d
6. The principal asked (for him—him) to come to a lecture on radio. .72e
7. No one is allowed to go (in—into) the building after six o'clock. 76d
8. Had he remained (at home—home) because he wanted to? 73c
9. Would you (like for—like) to study a foreign language? 72e
10. Nelson did not (recollect—recollect of) saying, "We must surrender." .72a
11. (Inside of—Within) four days the finished column was raised before them. 76b
12. (Near—Near to) Benedict's home was a spring of clear water. 72f
13. Where are you (going—going to) when you take your vacation? 72b
14. (Inside of—Within) a year the banana plant attains a height of forty feet. 76b
15. On the first of each month all accounts must be (settled—settled up) .72f
16. Lewis was accompanied (by—with) Clark, who shared the credit of the exploration. 77a
17. It was like saying, "Hands (off of—off) American territory." 72d
18. The burglar broke (in—into) the store after midnight. 76d
19. The telephone bell (interrupted—interrupted in) the conversation. 72f
20. (Inside of—Within) half an hour he had the machine finished. 76b

Review of Prepositions

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a practice test.

Rule

1. Rather than go out into the storm, they stayed (at home—home) for an hour. 73c
2. It was (of no use—no use) to try to persuade the men to join us. 73a
3. The stranger was invited to step (off—off of) the car. 72d
4. From that great height the men seemed (as—like) pigmies hurrying to and fro on the beach below. 75a
5. Agamemnon divided the spoils (among—between) the several leaders of the Greek Army. 76c
6. No one can (help—help from) admiring the loyalty of the Scotch to their exiled leaders. 72f
7. (Beside—Besides) curious fish and crabs, many beautiful jelly-fish are found in the Gulf Stream. 76a
8. The man at the top of the shaft could not (of—have) pulled both of them up at one time. 74
9. Angry (at—with) Phaeton's presumption, Zeus hurled his thunderbolts at him. 77c
10. I do not (recollect—recollect of) seeing Jones at that meeting. 72a
11. The townspeople asked the stranger where he had (been—been at) all these years. 72b
12. The two railway companies joined their tracks near Ogden, Utah, (May 10—on May 10), 1869. ..... 73b
13. Robert Morris parted (from—with) his fortune in order to serve the country. 77f
14. He had hoped to keep from dying (of—with) the fever by wearing the magic word "abracadabra" around his neck. 76e
15. The government would (like—like for) the relations between Latin-American countries and our own to be most friendly. 72e
16. The reporter jumped (in—into) a cab and followed the clanging ambulance. 76d
17. Crusoe, accompanied (by—with) Friday, went down to the shore to welcome the ship. 77a
18. Continue (walking—walking on) until you reach the crossroads. 72f
19. The blizzard had swept down upon us (inside of—within) an hour. 76b
20. Ichabod Crane sat (behind—in back of) a high desk. 72c

Practice Test, Prepositions

Some of the sentences on this page are incorrect. If a preposition is incorrectly used, write the correct form. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT. Do not rewrite the sentence; make the least possible change. Do not change the meaning of the sentence.

On this page consider only prepositions.

Rule

1. Will you be to home this afternoon when they call?.....73c
2. Burning the house was an act unworthy the men who did it.....73
3. A sign warned trespassers to keep off the property.....72d
4. They did not know that in back of the mountains lay vast plains and loftier ridges 72c
5. A covenant was made between the men of Ithaca and their old master.76c
6. He recollected of reading in the evening paper about the comet.....72a
7. Beside winning the race, he won other honors.....76a
8. The cricket must of been very hungry during the cold winter that followed. 74
9. What made Edison angry at the stranger?.....77c
10. Paris is quite different than what I expected.....77e
11. Lief the Lucky did not know where to go to.....72b
12. The "Chesapeake" was again defeated January 1, 1813, in a hard-fought battle with the "Shannon." 73b
13. Many of the immigrants parted with their dear ones at the wharf....77f
14. Many of the people died with the Red Death.....76e
15. Patriotic societies would like for people to be more careful in hanging the flag. 72e
16. A light shining from a fisherman's hut had guided them in the harbor for which they had been seeking.....76d
17. The refusal was accompanied by a proclamation declaring the country to be in a state of rebellion.....77a
18. The stranger accepted of the hospitality of Baucis.....72f
19. Inside of fifty years the colonies had developed a sound form of self-government. 76b
20. He had been home but a short time when he was recalled to the service of his country. 73c

Reference Section Drill, Prepositions

Write the headings *Rule* and *Correct Form* on your strip of paper.

For each sentence refer to your reference section, find the rule which explains the correct usage, and write the number of the rule under the heading *Rule*. Then write the correct form under the heading *Correct Form*.

The next exercise is a review.

1. A straight line of tracks in the snow told that the moose knew where he was going to.
2. He had put the past in back of him; he faced the present courageously.
3. Most of us are glad to be to home after traveling in a foreign land.
4. Arachne should not of boasted of her skill as a spinner.
5. Man soon learned to take the burdens off of his shoulders and to place them on the backs of animals.
6. The little cub copied after its mother's way of begging food.
7. Inside of fifteen minutes after the ship had sent out her call for help, the wireless receiver caught the words, "Coming to help."
8. He was thrust in a small room, which was lighted by one narrow window.
9. The foreman was angry at the men who spoiled the goods.
10. The chinchilla is a South American animal slightly different to a rabbit.

(Score 10 points for each correct answer.)

Letter, Review of Verbs, Adjectives, Adverbs, and Prepositions

If any one of the following lines does not contain a mistake, write C on your strip of paper.

If there is a mistake in the first line, write the correct form on your strip of paper. Then write the correct forms for the other lines. If there are two errors in any line, correct both. DO NOT CHANGE ANY LINE WHICH IS CORRECT.

On this page consider verbs, adjectives, adverbs, and prepositions.

DEAR CARL:

1. I was some surprised last week when I received your letter bearing
2. a foreign postmark. Where will you be at next, I wonder? Ain't
3. you having a good time? I am real glad to know that you wasn't seasick,
4. for that would have spoiled your trip.
5. Do you know that I am riding? I never enjoyed nothing so much
6. in my life. I can't hardly wait from day to day. "That's a whopper,"
7. I hear you say. No, it ain't. I am riding my hobby. I am a full-
8. fledged philatelist, and my hobby is philately. (When in doubt, consult
9. the dictionary.)
10. With the Korean stamp taken off of your envelope, I started my col-
11. lection. Since then it don't make no difference where I am or what
12. I am doing, I am stamp hunting.
13. On my birthday Dad gave me a album and about one hundred rather
14. rare stamps. I was too surprised to thank him. I have since, however.
15. Don't be angry at me if I ask you to send me any stamps that you can
16. get. That's the way I am treating all my friends. This here horse
17. of mine requires a great amount of attention.
18. Mount your hobby. If I can be of any help to you, let me know.
19. Mother just gave me a new dictionary, so I am making use of it.
20. An ardent philatelist,

JAMES R. THOM.

Review, and Introduction of Conjunctions

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. It's (I—me), but how did you happen to know?.....2
2. The applicant must be able to take dictation (quick—quickly).....57
3. We (were—was) building a bridge in Illinois for a railroad company..40k
4. (Who—Whom) did they think he was?.....5a
5. Erecting steel structures is not (so—as) dangerous as it used to be....87
6. The family (is—are) discussing which type of car to purchase....40c, 40b
7. The cotton belt lies below (Masons and Dixons—Mason and Dixon's—Mason's and Dixon's) line.....16a
8. What kind (of—of a) cloth is this?.....53d
9. Where were those explorers who traveled northward (going to—going)? 72b
10. It looked (like—as if) he would have to earn that three thousand dollars by the sweat of his brow.....89
11. The work was (some—somewhat) improved when a new set of directions was devised. 66
12. (Among—Between) the members of the club, only the most cordial relations exist. 76c
13. (What—Of what) practical value is the change in file arrangement?..73
14. You should read the report which (lays—lies) on that table.....20a
15. (We—Us) men get used to being ninety or more feet in the air.....1e
16. Any workman enjoys (his—their) work when the material is satisfactory. 8d
17. We read (where—that) a new village had been destroyed.....86
18. When I got (off of—off) the train at Santa Fé, I seemed to be in a different world. 72d
19. They needed either (to secure more space—more space) or to reduce the office force. 81
20. The French asserted their independence (as—like) the American colonies had done. 89

Conjunctions

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. The Saxons were blue-eyed and (with fair hair—fair-haired) 78a
2. The property that we own (either may—may either) increase or decrease in value, according to the care that our neighbors take of their property. 81
3. (Except—Unless) we are able to irrigate this territory, it must remain unsettled. 90
4. The boys didn't know (as—that) they had done wrong in removing the stones. 85
5. The questionnaire asked (if—whether) we liked our studies or not.... 88
6. Forests (not only cover—cover not only) the foot hills but also the low mountains of the Appalachian range..... 81
7. Frederick the Great chose for his guards men who were handsome and (of unusual height—unusually tall)..... 78a
8. I should like to attend the meeting, (and—but) I shall not be able to.. 79
9. If we want coffee, sugar, or other provisions, (we either go—either we go) or telephone to the grocer..... 81
10. Not only does the business college teach stenography and typewriting, but (trains—it trains) the student in business methods..... 81
11. Neither a club (nor—or) an athletic team can be successful unless its members have a common purpose..... 84
12. The young man conducts the business just (as—like) his father did.. 89
13. Tardiness in paying your debts interferes (both with the service given—with the service given both) to you and to other customers.. 81
14. A slight breeze sprang up toward morning, (and—but) it brought no relief. 79
15. Moran painted not only in water colors but also (oils—in oils)..... 81
16. The camel is ugly and ill-shaped, (and—but) its face shows patience.. 79
17. Opportunity to practice cooperation (not only exists—exists not only) in neighborhood and city affairs, but also in national affairs..... 81
18. The boys asked (if—whether) their school was going to take part in the city meet. 88
19. We note (that—where) your company is giving a bonus to its employees. 86
20. The lecturer told about the formation of the delta and about (how farmers found it valuable—its value) for farm land..... 78b

Conjunctions

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

Rule

1. They are noted both for the simplicity of their life and manners and (their—for their) earnest piety.....78a
2. He wanted to make it easier for Pennsylvania farmers to get their produce to market, (and this—which) he succeeded in doing.....80
3. Please state on the blank (if—whether) you desire the old or the new edition.....88
4. The teacher explained where to place the decimal point and when (you must—to) add decimal places.....78b
5. Neither unequal taxation (nor—or) the enforcement of the navigation laws was the direct cause of Bacon's rebellion.....84
6. The man doesn't feel (as—that) he can complete the work in the given time.....85
7. Before America was discovered and (while the colonies were being settled—in the early colonial days), England was well established as a trading nation.....78b
8. The Duke of Cumberland neither asked for quarter (nor—or) gave it..84
9. Our neighbor doesn't feel (as—that) she cares to discuss the matter..85
10. The evergreen trees (not only offer—offer not only) a shelter to the wild creatures of the forest, but make available a food supply....81
11. On the way to America and (on the way back—coming back) the ship encountered fierce storms.....78c
12. The plan was to extend the Cumberland road beyond the Mississippi, (but this—which) was never done.....80
13. Neither vegetables (nor—or) fruits grew in the garden.....84
14. I don't know (as—that) I care to be considered among the candidates.85
15. The salesman covers this district not only in the spring but also (in the fall—the fall).....81
16. (Before deciding—Before you decide), and while you still have our machine for trial, let our demonstrator talk to you.....78b
17. Tell me (if—whether) the musk ox lives in a herd or not.....88
18. The work was completed early in the afternoon, (which—and this) was reported to the foreman.....80
19. The Rocky Mountains are neither so long (nor—or) so high as the Andes.....84
20. He thought that the train left at noon, (but—and) it started earlier..79

Conjunctions

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a review.

Rule

1. Peasants take off their hats to strangers, (but—and) keep them on in church. 79
2. Ants neither work (nor—or) eat during the winter. 84
3. The congressman did not know (that—as) the bill would pass. 85
4. The value lies not (as—so) much in the money raised or in the service rendered, as in the experience gained in organized team work under leadership. 87
5. The freed pigeon was seen to soar aloft and (to plunge—plunging) suddenly downward, scattering feathers as it fell. 78c
6. In those days neither telephone (or—nor) telegraph made it possible to get in touch with people in remote districts. 84
7. No boy will be employed (unless—except) he has a bicycle. 90
8. Our methods of farming (have failed not only—not only have failed) to get from the soil all that it is capable of producing, but also have robbed it of its fertility. 81
9. I read (that—where) the Orinoco River flows eastward across Venezuela and empties into the Atlantic through numerous mouths. 86
10. People save for Christmas and (that they may have—for) vacations. 78b
11. Tell me (if—whether) France or England makes muslins as fine as those India makes. 88
12. Vandalism results not (so—as) much from a love of being destructive as from a lack of thinking. 87
13. They sat around the dying embers telling mysterious stories and listening to the strange sounds of the forest, (and which—and these things) frightened them exceedingly. 78d
14. John said he wouldn't go on the hike (unless—except) you did. 90
15. Riding a good horse, and (having—with) a clear trail ahead of him, the man felt a sense of power in himself. 78c
16. He does not speak (like—as) a professional lecturer would. 89
17. They will not send delegates to the conference (without—unless) they are invited to do so. 90
18. Laws are made not (as—so) much to restrict our liberty as to help us to enjoy it. 87
19. Trembling with fear, but (forcing a—with a forced) smile, the lad faced his tormentors. 78c
20. There was neither road (nor—or) path over the mountains. 84

Review of Conjunctions

In each of the following sentences there are two or more words or groups of words in parentheses. Only one of these forms is correct. After number 1 on your strip of paper write the correct form for the first sentence. Do this for the other sentences.

The next exercise is a practice test.

Rule

1. For over two hours the football fans sat watching the game and (with a hope—hoping) that their team would win.....78c
2. In Spain a son (either may adopt—may adopt either) his father's or his mother's name.....81
3. I don't know which I like more, sailing in a boat or (to paddle—paddling) in a canoe.....78c
4. The association doesn't know (as—that) it will be of any use to request a change in managers.....85
5. The world is not (as—so) much interested in what a man receives for his work as in what he produces.....87
6. On account of its position, this city is a great center for internal commerce (and—and which) is one of the chief commercial centers of Europe.....78a, 78d
7. He was set adrift in Hudson Bay, (which—and this) was the last ever heard of him.....80
8. I read in this morning's paper (that—where) he had received an appointment to Annapolis.....86
9. In his library were several of the books (which—and which) were among his favorites.....78d
10. It looked (as if—like) there would be a fearful storm.....89
11. The newspaper said (that—where) a discharged employee started the fire.....86
12. The new salesman is young but (with experience—experienced).....78a
13. (Unless—Without) you bring the Golden Fleece, you must expect nothing from me.....90
14. During neither day (or—nor) night did the thermometer register less than 95 degrees.....84
15. This member of the athletic team is not (as—so) good an athlete as he ought to be.....87
16. (Except—Unless) you have an official button, you will not be admitted.90
17. This city is neither important (nor—or) large.....84
18. The statue of Memnon, (said—which was said) to have saluted the rising sun, and which was worshiped by the people, is fifty feet above the sand.....78b
19. The giant asked Thor (if—whether) all men were as weak as he....88
20. Agriculture is not in a very flourishing condition, (and—but) some oats, barley, and potatoes are raised.....79

Practice Test, Conjunctions

Some of the sentences on this page are incorrect. If a conjunction is incorrectly used, write the correct form. If there are two errors in a sentence, correct both. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT. Do not rewrite the sentence. Make the least possible change.

On this page consider only conjunctions.

Rule

1. Crossing streets at the corners, and to obey the traffic signals will reduce accidents. 78c
2. This material, either plain or inscribed with characters, was worn by the Egyptians. 81
3. The game was a victory for neither the Army or the Navy 84
4. I don't feel as I can afford the trip just now 85
5. It is not as easy to earn a living as it once was 87
6. The book tells how to use a library and how one can get assistance from reference books. 78b
7. He said that he would purchase the gas company, which he later did. . 80
8. We read where the apartment house, the skyscraper, and the department store have all increased congestion in cities 86
9. Being out of ammunition, they had only the butts of their guns, and which they used with good effect 78d
10. It seems like nature had intended man to conquer the elements 89
11. The student of history may read where republics have risen and fallen. 86
12. Not by doing deeds of prowess, but proving themselves trustworthy, they had won their knighthood 78a
13. Except we understand something about his fierce struggle for existence, we look with scorn at the Eskimo 90
14. You can persuade neither John or Frank to take an interest in this machinery. 84
15. He had neither books nor teacher, but he studied Nature 84
16. Without capital and labor make a satisfactory adjustment, there can be no lasting industrial peace 90
17. Employers not only require experience but also ability 81
18. Chester was a town when London was a swamp and before a Roman keel touched the channel 78b
19. Minerva asked her if she meant what she said 88
20. The filling-station was near at hand, and the owner was nowhere in sight 79

Reference Section Drill, Conjunctions

Write the headings *Rule* and *Correct Form* on your strip of paper.

For each sentence refer to your reference section, find the rule which explains the correct usage, and write the number of the rule under the heading *Rule*. Then write the correct form under the heading *Correct Form*.

1. He held the revolver just like the soldier had done.
2. The wings of the ostrich are small and of no use.
3. This city has both lost its importance and a great part of its population.
4. The ducks waddled up the shore, took a drink from the concrete basin, and feeding within twenty or thirty feet of us.
5. There is nothing as entirely dark as the deep sea.
6. Give me a sign so I may know that you see me.
7. The catcher threw the ball to the shortstop like he had agreed to do.
8. Mr. Graham is successful in business, and his son knows nothing about business.
9. The shoemaker had neither money or influence; yet he had many friends.
10. Much of this wealth in India will remain under the soil without some man has the nerve and the money to uncover it.

(Score 10 points for each sentence answered correctly.)

Capitalization

Some of the sentences on this page contain errors in capitalization. If a word that should begin with a capital letter is written with a small letter, write the word correctly on your strip of paper. If a word that should begin with a small letter is written with a capital, write the word correctly. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Sample: An illustrated magazine is published by the National Geographic society. ..... *Society Rule*

1. I hope you will like the room. it is very light and pleasant..... 97
2. The stranger said, "you have made a mistake." 99
3. He started the work on tuesday.....100
4. They went to Maine last Summer.....101
5. Is your friend a girl scout?.....103
6. It is possible to learn french in the high school.....106
7. Drive straight ahead for three miles, and then turn to the west.....110
8. If you go to New York, try to visit the metropolitan museum.....111
9. "A Tale of two cities" is used in English classes.....112
10. A painting of general Lee hangs in the new building.....113
11. The Old Faithful Geyser is one of the largest in Yellowstone National park. 115
12. I mailed the package yesterday. it should arrive within a few days.. 97
13. That is what he meant when he said, "take care of your health."... 99
14. The next holiday is in may.....100
15. I must buy a new coat in the Fall.....101
16. What republican is a candidate for Congress?.....103
17. Many of our immigrants are italian people.....106
18. Cotton grows only in the south.....110
19. The pennsylvania railroad runs a special train to Chicago.....111
20. The banquet is to be held at the university club.....115

Capitalization

Some of the sentences on this page contain errors in capitalization. If a word that should begin with a capital letter is written with a small letter, write the word correctly on your strip of paper. If a word that should begin with a small letter is written with a capital, write the word correctly. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Sample: An illustrated magazine is published by the National Geographic society. ..... *Society Rule*

1. We did not receive your message. are you certain that the letter was correctly addressed?..... 97
2. Yesterday our representative wired, "send additional supplies at once." 99
3. Did you see him on sunday?.....100
4. A convention of baptists was held in Washington.....103
5. There is usually more illness in the Winter.....101
6. The President's residence is called the white house.....104
7. New methods of warfare were used during the world war,.....105
8. The people of Latin-America speak spanish.....106
9. He built his house so that it faced South.....110
10. The injured man was sent to columbia hospital.....111
11. The picture was called "dawn." 112
12. He requested that a lieutenant be assigned to his staff.....113a
13. A highway was built along the bank of the Columbia river.....115
14. The odd fellows meet in a hall on Broad Street.....103
15. The battle of Gettysburg was the turning point of the war.....105
16. The Supreme Court meets in the capitol.....104
17. This word is of latin origin.....106
18. An Easterly wind arose at midnight.....110
19. The book was entitled "Office procedure." 112
20. Each day many tourists visit the tomb of general Grant in New York.113

Capitalization

Some of the sentences on this page contain errors in capitalization. If a word that should begin with a capital letter is written with a small letter, write the word correctly on your strip of paper. If a word that should begin with a small letter is written with a capital, write the word correctly. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Sample: An illustrated magazine is published by the National Geographic society. ..... *Society Rule*

1. She played Beethoven's "minuet in G."..... 112
2. Some birds do not fly South in the winter..... 110
3. The german people are fond of music..... 106
4. The Lincoln memorial is a beautiful building..... 104
5. One of his ancestors fought in the revolutionary war..... 105
6. Mr. Hopkins is a presbyterian..... 103
7. The applicant is a graduate of the Polytechnic high school..... 115
8. Woodrow Wilson was then a professor at Princeton university..... 111
9. Many people start building in the Spring..... 101
10. Ask Mr. Jackson to help you find the correspondence. he has charge of the files..... 97
11. When he entered, he inquired, "why haven't you gone?"..... 99
12. Oysters are in season until april..... 100
13. They saw a captain and a major returning to headquarters..... 113a
14. Many dangerous wild beasts live in the african jungles..... 104
15. He was born in essex county..... 104
16. Lincoln was the President of the United States during the civil war.. 105
17. The Knight Templar organization is made up of Masons..... 103, 102
18. The Summer season is very hot in that city..... 101
19. Mr. Taylor is not in the office at present. do you wish to leave a message? 97
20. Come on friday and stay for the week-end..... 100

Practice Test, Capitalization

Some of the sentences on this page contain errors in capitalization. If a word that should begin with a capital letter is written with a small letter, write the word correctly on your strip of paper. If a word that should begin with a small letter is written with a capital, write the word correctly. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Sample: An illustrated magazine is published by the National Geographic society. ..... *Society*
Rule

1. His district lies West of the Mississippi..... 110
2. This is a painting of Niagara falls..... 115
3. When I asked him at what time they would be here, he replied, "we may be late, but we will surely come."..... 99
4. Theodore Roosevelt ran for President as a progressive..... 103
5. Housewives used to do all washing on monday..... 100
6. The Eastern section of the city is developing rapidly..... 110
7. The officer said, "you are to report at once."..... 99
8. Are you still living on Kearney street?..... 115
9. The knights of Columbus were in the parade..... 103
10. The first snow fell in november..... 100
11. The flowers of Spring are of pale tints; those of Autumn are almost all of purple and gold..... 101
12. The home of General Beauregard was for many years in new Orleans. 104
13. The Seaboard air line is the one you should take to Jacksonville.... 111
14. A wealthy American bought "the blue boy," painted by Gainsborough. 112
15. Former chief justice Fuller was well known in Washington..... 113

(Score 6½ points for each correct answer.)

Punctuation

Some of the sentences on this page are incorrectly punctuated. If a punctuation mark has been omitted or incorrectly used, indicate the correct punctuation as shown in the samples. If the sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Samples: Where shall I put this letter.....*letter?*

Grant fought in many campaigns. In the East and in the West. .....*campaigns in Rule*

1. Dr Kemp is out of town.....118
2. Do you think that we can complete the work to-morrow.. 119
3. Chicago, Ill, is his birthplace.....117
4. He asked his secretary whether she would make the deposit.'.....119
5. Good-bye, was all that she said.....121
6. Miss. Taylor said that she would go.....118
7. Detroit, Mich, is an automobile-manufacturing center.....117
8. One vessel was driven upon the rocks and twenty-six men were drowned. 128
9. His letter stated that "the goods would be delayed."....122
10. The letter was addressed to Messrs Brown and Page.....118
11. The manager asked for a messenger and said, Send him immediately..121
12. My home is on First Street 116
13. George F. Baldwin, Jr, was his partner.....117
14. "I will do my best," he replied.....121
15. Did he ask you where you worked last year.....119
16. He said that "he would not return until three o'clock." 122
17. "England, says Mr. Butler, has already built forty of these cruisers.".123
18. The day dragged on everyone gave a sigh of relief when evening came.141
19. I intended to mail that letter yesterday but I failed to do it.....128
20. "When our nations," he said, "exchange more visits, they will acquire a better understanding of each other." 123

Punctuation

Some of the sentences on this page are incorrectly punctuated. If a punctuation mark has been omitted or incorrectly used, indicate the correct punctuation as shown in the samples. If the sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Samples: Where shall I put this letter.....*letter?*

Grant fought in many campaigns. In the East and in the West. .....*campaigns in Rule*

1. We received your check. And also your order.....116
2. In signing a business letter a woman always prefixes Miss. or Mrs. to her signature.....118
3. He asked "why the shipment was delayed." 122
4. Children, as well as grown people, enjoy reading Peter Pan.....125
5. "I mailed your order on June 6," he wrote, "You should have received it some time ago." 127a
6. Charles is the brighter of the two boys but Henry is the better athlete. 128
7. Yes he has promised to finish before Tuesday.....129
8. "Is the First National Bank on Fifteenth Street"? asked the stranger.126
9. The editorial was entitled "An Outrage." 125
10. The manager said "that you were to take these notes."....122
11. "Won't you explain the work to me?" she asked, "I do not understand the method that you are using."....127a
12. The first successful flight of an airplane was made by Orville and Wilbur Wright at Kitty Hawk North Carolina.....130
13. On April 19, 1775 the British started to march from Boston to Concord. 131
14. When the volume of correspondence is large slitting machines are used for opening envelopes.....132
15. They used cypress the best wood for that purpose.....133
16. Miss Andrews will you go to the bank for me?.....134
17. What he says about the material, is perfectly true.....140
18. What is meant by "under separate cover?".....126
19. Will you open the door Joe?.....134
20. Argentina South America is one of the wealthiest republics on that continent. 130

Punctuation

Some of the sentences on this page are incorrectly punctuated. If a punctuation mark has been omitted or incorrectly used, indicate the correct punctuation as shown in the samples. If the sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Samples: Where shall I put this letter.....*letter?*

Grant fought in many campaigns. In the East and in the West. .....*campaigns in*

Rule

1. The room contained only a desk a chair, and a file cabinet.....136
2. Record the name of each person who inquires about the material 116
3. My brother went to Europe but I remained at home.....128
4. Because you failed to put the date on the check the bank refused to cash it. 132
5. "When," he asked "did the fire start?".....127b
6. "I do not know." he replied.....127
7. No I shall not be able to go.....129
8. "You must learn," the instructor said, "to keep your fingers upon the keys." 123
9. Miss Talbot the secretary attended the meeting.....133
10. We have branch offices in Baltimore, Md, and in this city.....117
11. Mr. Arnold's telegram of last Tuesday reads, Forwarding contract to-day. 121
12. When will the train arrive.....119
13. Rev G. C. Brown will preach next Sunday.....118
14. Only an earnest energetic, and alert boy could succeed in such a position. 136
15. The public was at last aroused and people insisted that Congress enact the necessary legislation. 128
16. "Every man, he urged, should save regularly.".....123
17. The book is called The Principles of Science.....125
18. "Our office hours are from 9 A. M. until 5 P. M." the employment manager replied. 127
19. "I won't have time, he said, until to-morrow.".....123
20. The advertisement appeared in the Evening Herald.....125

Punctuation

Some of the sentences on this page are incorrectly punctuated. If a punctuation mark has been omitted or incorrectly used, indicate the correct punctuation as shown in the samples. If the sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Samples: Where shall I put this letter..... *letter?*

Grant fought in many campaigns. In the East and in the West. ..... *campaigns in Rule*

1. Business letters are usually written on printed or engraved letterheads but sometimes a communication which has been written on plain paper is received. 128
2. Is the vote a right of citizenship.....119
3. Send the samples to our representative Mr. Soulman whose office is in your city. 133
4. These machines are being used by manufacturing plants contractors, and schools all over the city.....136
5. The clouds gathered threateningly then it began to rain.....141
6. "What made you think, he asked, that I would be late?".....123
7. "We are glad to have you inspect our factory at any time." the manufacturer told the visitors.....127
8. What are the present tendencies of the labor movement.....119
9. We believe that you will find this material satisfactory if not, we shall be glad to adjust the matter.....141
10. The expedition spent one winter in St Louis.....117
11. "This gold pen, he explained, has a tip of another metal." 123
12. The Homestead Act was very beneficial to the country but it also gave rise to serious problems.....128
13. "I shall not return until next Monday" he told his secretary as she placed the papers in his briefcase.....127
14. The contract was signed in July 1926.....131
15. We are sending John Roberts the bearer of this letter for the books which we ordered yesterday.....133
16. He is an interesting, old gentleman.....137
17. What did you write in reply to his letter of January 15 1927?.....131
18. Accuracy then is the first habit the young clerk should form.....135
19. A letter gives its receiver who may be miles away an impression of the writer's personality.....138
20. The following articles were ordered; paste, ink, blotters, and pencils.142

Punctuation

Some of the sentences on this page are incorrectly punctuated. If a punctuation mark has been omitted or incorrectly used, indicate the correct punctuation as shown in the samples. If the sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Samples: Where shall I put this letter.....*letter?*

Grant fought in many campaigns. In the East and in the West. .....*campaigns in Rule*

1. Prof H. C. Tenny has made an enviable reputation as an authority on international law.....118
2. He asked her who had called?.....119
3. He reported that "the workmen were ready to begin."....122
4. The prize was a beautiful copy of Palgrave's Golden Treasury.....125
5. The shipment of the motor was delayed and this delay made it impossible for the firm to complete the work.....128
6. "Don't fail to insure Mr. Thomas's parcel," the manager reminded her, "He directed us in his letter to do so." 127a
7. Do you mean Springfield, Massachusetts or Springfield, Ohio?.....130
8. As the car approached, the boy shouted, "Stop"!.....126
9. An eclipse of the sun occurred on Thursday September 21, 1922....131
10. When did this arrive? he asked his secretary, showing her the letter from the Ashley Corporation.....121
11. As soon as the notes have been transcribed run a pencil mark through the page. 132
12. Until 1866, the selection of the Superintendents of the Military Academy, was made from the Corps of Engineers.....140
13. Well we shall have to ignore the difficulty and do the best we can..129
14. Please take this dictation Miss Harper.....134
15. The four ships sailed into the great, circular harbor of Carthage....137
16. The method of sorting will of course vary according to the nature and the volume of the correspondence.....135
17. The sales force must work with the shipping department which actually handles and ships the goods sold.....138
18. The emergency passed, the tenants moved away, the owner had an empty building on his hands.....141
19. The housewife has problems of costs of economy in the use of time, and of relations with servants.....136
20. The man, who took your order, will handle your complaint.....139

Punctuation

Some of the sentences on this page are incorrectly punctuated. If a punctuation mark has been omitted or incorrectly used, indicate the correct punctuation as shown in the samples. If the sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Samples: Where shall I put this letter.....*letter?*

Grant fought in many campaigns. In the East and in the West. .....*campaigns in*

Rule

1. The manager said, Make every effort to satisfy your customer.....121
2. If a very large number of packages are received it may be advisable for the clerk to keep a list.....132
3. "Are you certain that you sent that letter"? she inquired.....126
4. "Mr. Edison has just left for the afternoon," the secretary informed him, "May I take a message?".....127a
5. Mr. Field who ordinarily supervises the work is absent this morning..138
6. They made a survey of conditions, they installed new lighting fixtures, they rented the building within a month.....141
7. A chart of the income tax payable by the head of a family, is published in the World Almanac.....140
8. "The men in this department," said the superintendent, "are those with a knowledge of textiles.".....127b
9. No he will never consent to do so contemptible an act.....129
10. The massive, iron gates clanged shut behind the last of the soldiers..137
11. Copies were sent to the following officials, W. F. Parker, B. R. Russell, and C. E. Harvey.....142
12. The girl, who takes my dictation, is a good stenographer.....139
13. The three leading things that make a boy popular are athletic ability scholarship and good appearance.....136
14. The defiant shouts of the soldiers, were heard above the sound of the trumpets. 140
15. The ambitious clerk too must make a study of the things which pertain to his business. 135
16. The list has been mailed to our New York buyer who will give every article her personal attention. 138
17. "The large size and the rare color of this flower" continued Burbank "result from experiments with seeds.".....127b
18. The officers present were as follows; the president, the vice-president, the secretary, and the treasurer.....142
19. The desk, which is nearest the window, receives the most light.....139
20. Many valuable pictures in our public galleries, have been presented by philanthropic donors.....140

Punctuation

Some of the sentences on this page are incorrectly punctuated. If a punctuation mark has been omitted or incorrectly used, indicate the correct punctuation as shown in the samples. If the sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Samples: Where shall I put this letter.....*letter?*

Grant fought in many campaigns. In the East and in the West.....*campaigns in Rule*

1. The merchant courteously said, I will order it for you.....121
2. Mr. Walters asked, "What did you do with Murray's correspondence"? 126
3. The construction of the house was commenced in May and they moved into it six months later.....128
4. "Every man, said the speaker, has certain rights which can not be taken from him." 123
5. "Turn to your left and drive three blocks;" he directed.....127
6. Mt Vernon, the home of Washington, is on the Potomac River.....117
7. Sometimes the correspondents of a department are numbered and the clerk then uses the number of each man instead of his name....128
8. Well there is no hurry about sending that message.....129
9. "Please be seated," he said, "You must wait your turn."....127a
10. Can one send a letter by air mail from New York to Seattle Washington? 130
11. To-day fortunately the educated stenographer possessing personality and ideas is in great demand.....135
12. His father wanted him to join the firm but he preferred to study law.128
13. Before the sales department ships goods to a customer we must know whether his credit is good.....132
14. Washington's "Farewell Address" was delivered on September 17 1796.131
15. This will introduce John Klapp, the treasurer of our company who will represent us at your conference.....133
16. When he was seventeen, Franklin went to Philadelphia with a silver dollar a trade and plenty of self-confidence.....136
17. George B. Cortelyou who began as a stenographer became Secretary of the Department of Commerce and Labor.....138
18. His daughter is a pretty, little girl.....137
19. Real estate, which is near a city is likely to increase in value.....139
20. It was suggested by Mr. Lloyd a member of the committee that we refer the matter to you.....133

Punctuation

Some of the sentences on this page are incorrectly punctuated. If a punctuation mark has been omitted or incorrectly used, indicate the correct punctuation as shown in the samples. If the sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Samples: Where shall I put this letter.....*letter?*
Grant fought in many campaigns. In the East and in the West.....*campaigns in Rule*

1. "Do not use official stationery," he directed, "this letter is a personal one." 127a
2. There is a company of that name in Macon Georgia, and one in this city. 130
3. When all the envelopes have been opened the contents of each should be removed and sorted.....132
4. This matter as you know, is very important to us.....135
5. The work required in this position is more difficult but the salary is larger. 128
6. A process which makes these parts rustproof, will protect any iron or steel product.....140
7. Address any complaints to the Adjustment Department which will give them immediate attention.....138
8. What is your advice Dr. Vaughn in this case? 134
9. On Monday October 3, 1921, former President Taft took the oath of office as Chief Justice of the United States.....131
10. The last song, the most beautiful one on the program was received with great applause.....133
11. You will find that the machine is absolutely accurate is convenient to use and is direct-motor-driven.....136
12. Where a demand exists sales are easily made.....132
13. The man, who called on you this morning, did not leave his name....139
14. The following men were appointed, W. C. Newton, N. R. Nichols, and E. L. Kelley.....142
15. Your Honor I plead not guilty to the charge of speeding.....134
16. The paper, which was left in the mailbox, was only an advertisement.139
17. "Why" asked he "will you be unable to attend?".....127b
18. If you try our product for one month, you will we are sure continue to use it.....135
19. He is an ambitious, young man.....137
20. The engineer bought supplies, he had the windows cleaned, he kept the elevators running.....141

Punctuation

Some of the sentences on this page are incorrectly punctuated. If a punctuation mark has been omitted or incorrectly used, indicate the correct punctuation as shown in the samples. If the sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Samples: Where shall I put this letter.....*letter?*

Grant fought in many campaigns. In the East and in the West.....*campaigns in Rule*

1. "How can you be sure, he asked, unless you examine it more closely?".123
2. Either you should go to the meeting or I should go in your place....128
3. At the death of Lincoln, Andrew Johnson the Vice-President became President.....133
4. We have not however been able to find a record of your order.....135
5. A mere fraction of the power formerly needed, now starts the big trains. 140
6. Yes they were all pleased with the plan and assented to it immediately. 129
7. Although he is rather young for the position he has had valuable experience. 132
8. At Winchester, Virginia there are enormous cold storage facilities for safeguarding the annual apple crop.....130
9. Mr. Eddy, who is our retail salesman will call on you at your office..138
10. "It is the duty of every American" said the speaker "to uphold the laws of his country." 127b
11. Two Rhodes Scholarships to the University of Oxford, are assigned to each state in the Union.....140
12. A beautiful, silver bell chimes the hours.....137
13. Though blessed with unlimited resources in soil lumber and minerals, the Filipinos have no capital.....136
14. Please give your name and address to Miss Johnson who will file the information. 138
15. The supplies which you ordered from us, are being shipped to-day..139
16. "A penny saved" said Benjamin Franklin "is a penny earned." 127b
17. It is understood of course that we agree to deliver the goods in perfect condition. 135
18. We are introducing a new product this week, won't you try a sample?.141
19. The girl, who applied for the position, is very young.....139
20. "The whole problem of transportation" the expert went on "has changed within the last fifty years." 127b

Punctuation Review

Some of the sentences on this page are incorrectly punctuated. If a punctuation mark has been omitted or incorrectly used, indicate the correct punctuation as shown in the samples. If the sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Samples: Where shall I put this letter.....*letter?*

Grant fought in many campaigns. In the East and in the West.....*campaigns in Rule*

1. The name of Cairo Illinois is not pronounced in the same way as is that of the old Egyptian city.....130
2. Do not be content to take notes mechanically but rather take an intelligent interest in the subject matter.....128
3. "The other plan, he continued, was to construct a seaworthy vessel.".123
4. All that America asks of any foreign power is that Americans shall be allowed to do business in that country that they shall have equal rights with other foreigners and that the foreign government shall protect our citizens.....136
5. The airplane, which was built by Professor Langley, is now in the museum.....139
6. No we can not be sure it is the Mayflower until the boat draws nearer.129
7. There was a plot against the life of Seward the Secretary of State who was lying ill at home.....133
8. We find we are sorry to say that your account is long past due....135
9. Although the weather has been so unfavorable our sales report is good.....132
10. No other car exhibited at New York, approaches the one we sell....140
11. Coal which is becoming more and more difficult to obtain, is essential to many industries.....138
12. "Our next meeting" announced the secretary "will be held three weeks from Friday, on the fifth of June.".....127b

(Score 8½ points for each correct answer.)

Practice Test, Punctuation

Some of the sentences on this page are incorrectly punctuated. If a punctuation mark has been omitted or incorrectly used, indicate the correct punctuation as shown in the samples. If the sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

Samples: Where shall I put this letter.....*letter?*

Grant fought in many campaigns. In the East and in the West.....*campaigns in Rule*

1. The lovely old garden has entirely disappeared and modern apartment buildings now occupy the ground. 128
2. The delay is we feel merely an oversight on your part.....135
3. Well it may be necessary, but it can not be done at present.....129
4. "You are certainly mistaken, I said indignantly, if you think my brother would show such timidity." 123
5. You can buy tires from the firm in Cleveland Ohio, or from the one in Columbus. 130
6. Since Carthage had acceded to all of Rome's demands the city hoped that it would be unmolested.....132
7. John Cullom who is familiar with the system, recommends it highly...138
8. The decline in the quality of our modern orators, is caused by changed conditions. 140
9. Octavius Caesar the first Emperor of Rome, was also known as Augustus. 133
10. Stamps currency, money orders, or drafts will be accepted.....136
11. "I am very glad to report" the chairman said "that our sales have increased materially." 127b
12. The wall, which surrounds the city of Chester, was built by the ancient Romans. 139

(Score 8½ points for each correct answer.)

Sentence Structure

On this page there are groups of words. Some of the groups are sentences, and some are not sentences. Number your strip of paper to correspond to the numbers on this page. If the group is a sentence, write *S* after the figure numbering the group. If the group is not a sentence, write *N S* after the figure numbering the group.

1. Standing close beside the barn and yet not far from the spring.
2. An English physician by the name of Robertson.
3. Having taken the Oath of Allegiance and ratified the Thirteenth Amendment.
4. A portrait of Burke who pleaded the cause of the colonies.
5. Those whom we admire we often imitate.
6. Our spring stock which far surpasses our displays of previous years.
7. A similar story told by one of the by-standers.
8. Mr. Chairman, your committee has made a thorough study of all available sites and is ready to make its report.
9. American merchants have carried American products into every corner of the earth.
10. A machine that can be used for tabulating and that is proving very popular.
11. The great natural resources of the country wasted by the early inhabitants of the West.
12. Down sank the sun behind a bank of clouds.
13. Some of the curious things that have been used for money.
14. The use of the automobile has led state and national governments to build miles of fine roads.
15. No payment having been received, although the note fell due several weeks before.
16. Unless the bill had been passed by Congress and had been signed by the President.
17. The type of error that is most commonly found in business letters.
18. Yes, that is right.
19. Good citizenship places a certain amount of responsibility upon the shoulders of the individual.
20. We have a passenger air route between Detroit and Grand Rapids.

Sentence Structure

The following paragraphs have not been punctuated to show division into sentences. Read them and insert punctuation and capital letters so as to divide them correctly into sentences. The commas needed are already correctly placed; do not change them.

Number your strip of paper as the lines of the paragraphs are numbered. After the number of the line write the word that ends the sentence. Place the proper mark of punctuation after the word. Then write the word which begins the next sentence, being sure to use a capital letter.

1. "It pays to advertise" this is a familiar saying is it always a true
2. one there are two important points to remember if the statement is to be
3. exact the first point is that the claims made in any advertisement must
4. be absolutely true the customer who feels himself misled will never
5. become a permanent patron of the man who has deceived him he will
6. also do what he can to keep others from buying the second point is the
7. correct placing of advertising matter of what use would it be to display
8. before a circle of apartment dwellers a list of farm machinery is a
9. newspaper a good place in which to advertise surgical instruments
10. the advertiser who selects his medium with care and who backs up his
11. statements with truth is the one who finds that advertising does pay.

12. Who was the minuteman he was the farmer, the clergyman, the school-
13. master who abandoned his civil duties and became a soldier whenever the
14. call to arms was sounded he received no pay he expected no reward he
15. was intent on defending his home and his country although he was not
16. trained in military tactics, he proved to be an excellent soldier he
17. had learned marksmanship in the woods, and he was as courageous as he
18. was obedient who would deny his valor Concord and Lexington found him
19. facing, without flinching, the trained soldiers of Europe convinced of the
20. justice of his cause, the minuteman acquitted himself so well that to-day
21. his name stands as a symbol of duty nobly done.

Sentence Structure

Some of the groups of words on this page contain errors in sentence structure. Write the correct form on your strip of paper as indicated in the samples. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

If it is impossible to make a sentence from the words following any number, state what is needed to make a complete sentence.

Samples: Wish you would return my book. .....I wish
Your order will be delivered at once for six dozen eggs. Your order for six dozen eggs
The position for which he applied.....Supply predicate.

NOTE.—Example 1 lacks the subject. In example 2, the phrase *for six dozen eggs* is in the wrong place. In example 3, the predicate is missing.

Rule

1. Who could know the country better than the man who first explored it.144
2. The sky was cloudless the sun shone bright and warm.....146
3. Am sending the proofs of your school paper.....147
4. The bridge having been swept away. We were forced to detour....145
5. How eagerly the crowd pressed forward as the troops drew near!....144
6. Have received the tablets and the pencils that we ordered.....147
7. This paper is more expensive yet it will be better for use in reproducing pictures. 146
8. A cache was a large hole. In which a fur trader stored such merchandise, provisions, and other goods as he was, for the time being, unable to carry with him. 145
9. Paintings, statues, and rare old jewels which were carried away by the invaders. 147
10. Hope you will have a pleasant time during your vacation.....147
11. The world to-day is essentially a world of industry. Of iron and steel, of ships and railroads, of trade and money.....145
12. Have completed our specifications which will be forwarded to you at once. 147
13. He had received no regular schooling yet he was more highly educated than are most college graduates. 146
14. The growth of trusts in the United States was slow there were a few such organizations during the early years of national life, but they did not flourish the Standard Oil Company was the first really important trust. 144
15. A contract specifying immediate delivery which the strike made impossible. 147
16. I could not see the road, and the fog was so dense.....150
17. Regret that I can not be with you on Thursday.....147
18. The people bought government bonds. And deposited them in the Treasury. 145
19. A hot dry wind like a blast from a furnace. 147
20. Wish you could have gone with us to the play.....147

Sentence Structure

Some of the groups of words on this page contain errors in sentence structure. Write the correct form on your strip of paper as indicated in the samples. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

If it is impossible to make a sentence from the words following any number, state what is needed to make a complete sentence.

For samples, see opposite page.

Rule

1. The justices, wearing their black robes and caps, they made an impressive sight. 148
2. Call to mind the hottest day that you ever experienced do you remember the stifling heat of the sun as it poured through windows and doors even the wind that blew brought no relief....144
3. There is an account of Lincoln's assassination given by an eye-witness in the book. 149
4. They requested the manager to address the convention, and it was held in Baltimore. 150
5. Finding the location unsuitable, the store was closed....152
6. Received your letter to-day and shall be pleased to fill your order....147
7. Such a step, requiring as it does the expenditure of vast sums of money, it should not be taken hurriedly....148
8. The airplane rose slowly from the ground. Its wings tilting like those of a bird. 145
9. We had signaled for help for hours and we saw a rescue boat coming..150
10. A necklace was stolen from the house of a nobleman a maid in the house was suspected she was tried and condemned to death she calmly met her fate at the foot of the Statue of Justice....144
11. All men between the ages of 21 and 40 they were drafted into service..148
12. Went to the station this morning to buy my ticket and make parlor-car reservations. 147
13. He pictured the life of the cliff dwellers. Explaining their motives for building such houses. 145, 151
14. Arrived in New York this morning and plan to stay here several days.147
15. Make an exact copy of this article. Underlining the words that refer to expenses. 145, 151
16. We shall visit the museum and it is on the third floor....150
17. The salesman who wishes to convince others he must first convince himself. 148
18. A hard winter was predicted, and the muskrat had built his lodge higher than usual. 150
19. Having heard that you advertised for an office boy, I desire to apply for that position. 151, 152
20. Many of these immigrants went westward. Settling on farms, building schools, and adopting our ideals of government....145, 151

Sentence Structure

Some of the groups of words on this page contain errors in sentence structure. Write the correct form on your strip of paper as indicated in the samples. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

If it is impossible to make a sentence from the words following any number, state what is needed to make a complete sentence.

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Your order will be delivered at once for six dozen eggs. Your order for six dozen eggs
The position for which he applied.....Supply predicate.

NOTE.—Example 1 lacks the subject. In example 2, the phrase *for six dozen eggs* is in the wrong place. In example 3, the predicate is missing.

Rule

1. I was only tardy once during the semester.....149
2. Will notify you as soon as I have a vacancy.....147
3. The city, surrounded by a great wall, it was considered safe from invaders. 148
4. Having presented our passports, they permitted us to cross the border.152
5. Before Charles could reach his brother, he stumbled and fell.....153
6. The new lighting system was installed, and it cost over a million dollars. 150
7. Every one is not capable of doing this work.....149
8. Attended a concert last night and heard Elman play.....147
9. A novelist who uses historical material as a background for his story he must do a great amount of research work before he is ready to write. 148
10. Seeking footholds on the face of the cliff, the descent was made in safety. 152
11. I will send you the report that you requested to-morrow.....149
12. The model of the first sewing machine.....147
13. Having compared the bids of the two firms, it is necessary now to choose between them.....152
14. During the past year they have had serious storms in almost every section of the country. 153
15. The new machine counts and sorts money and it can be operated by any one of our employees.....150
16. Cyrus Field, intending to retire from business with his family, sailed for South America. 149
17. Working without interruption, we soon finished the task.....152
18. There are on sale some coats for men with fur linings.....149
19. Chicago is an important shipping port and it is situated on Lake Michigan. 150
20. He is an excellent speaker, but it does not account for his popularity..153

Sentence Structure

Some of the groups of words on this page contain errors in sentence structure. Write the correct form on your strip of paper as indicated in the samples. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

If it is impossible to make a sentence from the words following any number, state what is needed to make a complete sentence.

Samples: Wish you would return my book. .....I wish
Your order will be delivered at once for six dozen eggs. Your order for six dozen eggs.
The position for which he applied.....Supply predicate.

NOTE.—Example 1 lacks the subject. In example 2, the phrase *for six dozen eggs* is in the wrong place. In example 3, the predicate is missing.

Rule

1. I bought a watch from a jeweler with an unbreakable crystal.....149
2. Coming to the edge of the canyon, a wonderful scene lay below us..152
3. The avalanche came thundering down the mountain side. Carrying with it boulders larger than the cabins it destroyed.....151
4. Have enjoyed the book you sent and will return it promptly.....147
5. John went to the station to meet his friend, but he was late.....153
6. Dickens presents a picture of Paris and London during the period of the French Revolution in his story "A Tale of Two Cities."....149
7. Noticing his confusion, he was questioned by the officer.....152
8. Knowing the practical value of a language that is used in commercial correspondence, he studied Spanish. 151, 152
9. Came back by way of China, where I spent several months.....147
10. Frequently they have frightful famines in India.....153
11. A new system of shorthand has been devised by Williams, which is simpler than the one we now use.....149
12. Finding no one at home, the package was left with a neighbor.....152
13. We progressed very slowly. The roads being not only steep but wet from the recent rains. 145
14. You have done your part; now it is my turn.....146
15. The composition was carefully examined for punctuation by the teacher. 149
16. We listened carefully to the guide's instructions yet we knew we should have difficulty in finding the place. 146
17. The laborers of England did not like this, and sometimes they destroyed the factories because they put them out of work.....153
18. The Highlander passed rapidly from house to house. Carrying the lighted torch that summoned the clan to the meeting.....151
19. Gathering in large numbers in the forest that skirted the settlement, an attack was planned by the Indians.....152
20. He refused to appoint Mr. Drake, because of his stand on the political question. 153

Sentence Structure

Some of the groups of words on this page contain errors in sentence structure. Write the correct form on your strip of paper as indicated in the samples. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

If it is impossible to make a sentence from the words following any number, state what is needed to make a complete sentence.

For samples, see opposite page.

Rule

1. He says he received our letter do you know whether the circular was mailed before the letter? 144
2. The garage was completely destroyed. Together with all the cars that it contained. 145
3. Wish to call your attention to a matter which we discussed before....147
4. If you intend to visit our factory, notify us if not, we can mail the material to you. 146
5. The new plan, with the support of the entire force, it should prove advantageous. 148
6. The contract was awarded as soon as the bids were opened to the lowest bidder. 149
7. I left the house and it had begun to snow.....150
8. Everyone was talking of the robbery. Wondering how the thief had made his escape. 151
9. Looking from the top of the shaft, the entire city can be seen.....152
10. They had a severe earthquake shock at the time of the storm.....153
11. He has written several scientific books. In addition to his novels and short stories. 145
12. Whether the customer is right or wrong is a question that should not affect the salesman anyone dealing with the firm is to be treated with courtesy. 144
13. The purpose of an advertisement is not merely to introduce a product it is to remind the public continually of that product.....146
14. A sudden wind that swept everything before it and demolished everything in its path. 147
15. Books that are no longer in print they are the ones that are most expensive. 148
16. The lost ring was found when the room was searched on the bookcase.149
17. Lyon advanced rapidly in his profession, and he was very ambitious.150
18. We have added to our colonial possessions. Thus adding to our problems and responsibilities. 151
19. Having studied the problem thoroughly, a decision was quickly made.152
20. After the man spoke to John, he left. 153

Practice Test, Sentence Structure

Some of the groups of words on this page contain errors in sentence structure. Write the correct form on your strip of paper as indicated in the samples. If a sentence is correct, write C. DO NOT CHANGE ANY SENTENCE WHICH IS CORRECT.

If it is impossible to make a sentence from the words following any number, state what is needed to make a complete sentence.

Samples: Wish you would return my book. .....I wish
Your order will be delivered at once for six dozen eggs. Your order for six dozen eggs
The position for which he applied.....Supply predicate.

NOTE.—Example 1 lacks the subject. In example 2, the phrase *for six dozen eggs* is in the wrong place. In example 3, the predicate is missing.

Rule

1. The five-day week does not decrease production it does increase efficiency. 146
2. A year has passed since he borrowed the money has he made any effort to pay the debt? 144
3. He always leaves the paper in the same place. Between the outer and the inner door. 145
4. Have selected a man who, I am sure, will prove competent.....147
5. The light above my desk it is so bright that it hurts my eyes.....148
6. This model has only been on the market since January.....149
7. Then came the period of rapid growth of cities. Bringing with it new problems to be solved. 151
8. The map is out-of-date, and it was published in 1880.....150
9. Coming across the desert, a mirage was observed.....152
10. I wish to duplicate my order of last month send me whichever styles you think will sell most readily.....144
11. A new model which has all the good points of the old one.....147
12. For further information I refer you to Judge J. E. Brown. A member of the State Supreme Court. 145
13. What has been done needs no comment what will be done can not yet be judged. 146
14. Customers who are satisfied they are a good advertisement for any firm. 148
15. The prizes will be presented as soon as the judges have made their decision by the chairman. 149
16. The material is not ready, and it can not be shipped.....150
17. Then came the shepherds. Driving their flocks before them.....151
18. John's father died when he was a young man.....153
19. Being a member of the club, admittance was easily gained.....152
20. Do they have very severe winters in England?.....153

REFERENCE SECTION

Parts of Speech

We use a number of words every time we express a thought. We group words to name an object and to say something about that object. Each word in the group has a definite task to perform. We classify words according to the work they do.

A *noun* is a word used as a name. The noun may be the name of a person, a place, a thing, a condition, or a quality: *John, Chicago, hat, desolation,* and *goodness.*

A *pronoun* is a word used instead of a noun: *us, you, he, who,* and *which.*

An *adjective* is a word used to modify a noun or a pronoun. It tells the size, the shape, the color, or the quality; or it points out or numbers: *large, square, yellow, faithful, those,* and *three.*

A *verb* is a word that makes a statement. It may make an assertion or express action: The day *is* long. He *throws* skillfully.

An *adverb* is a word used to modify the meaning of an adjective, a verb, or another adverb. Adverbs answer the questions how? why? when? where? and to what extent? The following are examples of adverbs: *rapidly, soon,* and *entirely.*

A *preposition* is a word used to show the relation between a noun or a pronoun and some other word in the sentence: *by, over, in,* and *for.*

A *conjunction* is a word used to join words, phrases, or clauses: *and, but, as, although,* and *since.*

An *interjection* is a word that expresses strong feeling: *Alas! Aha!*

We use the term *parts of speech* to refer to the eight divisions that we make of words according to their use in the sentence. Not all sentences use the eight parts of speech, but every complete sentence must contain a subject and a predicate. The *subject* of the sentence is that about which you are talking; the *predicate* is that part of the sentence which says something about the subject.

NOUNS AND PRONOUNS

The *case* of a noun or a pronoun shows what relation the noun or the pronoun has to the other words in the sentence. There are three cases: the *nominative,* the *possessive,* and the *objective.* Many pronouns differ in form according to their cases.

Nominative Case*

1. A noun or a pronoun used as the subject* of a verb is in the nominative case.

1a. The following are nominative pronouns: *I, we, you, he, she, it, they,* and *who.*

Do not make the mistake of using an objective* form as the subject* of a verb.

Example 1. *We* caught five perch.

We is the subject and is in the nominative case. The objective form "us" would be incorrect.

Example 2. *They* are the ones to be rewarded.

They is the subject of the verb *are* and is in the nominative case. The use of the objective form "them" as the subject would be incorrect.

1b. When the subject* of a verb consists of two or more parts, each part is in the nominative case. See also 1a.

Example 1. The Smiths and *we* have bought new automobiles.

Smiths and *we* are used together as the subject of *have bought.* If the pronoun alone were used as the subject, you would say *We have bought;* you would not say "Us have bought." It would be equally wrong to use "us" in example 1.

Example 2. John and *she* told them about the game.

In the subject, *John* and *she,* the nominative *she* is used, not the objective "her." You would not think of saying, "Her told them." The subject, whether one word or more than one word, is in the nominative case.

In sentences like the above, where two or more nouns or pronouns are used together as the subject of a verb, the subject is said to be *compound.* In working with compound subjects, you will find it helpful to test each part of the compound subject in this way:

(a) *He* did it.
(b) *I* did it.
(c) *He* and *I* did it.

You would not use either "him" for *he* in sentence (a) or "me" for *I* in sentence (b), but some people make the mistake of using "him and me" instead of *he* and *I* in sentence (c).

1c. It is incorrect to repeat a subject* by using a pronoun after it as an extra subject. The pronoun "he" is unnecessary and is incorrectly used in the following sentence: "John he went home." For use of compound personal pronouns for emphasis, see 10 and 10a.

Example 1. That night Washington crossed the Delaware.

Example 2. The Marines took charge of the situation.

Do not use either the pronoun "he" after *Washington,* or the pronoun "they" after *Marines.*

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* *Subject,* see page 119.
Objective, see 3, 4.
Case, see page 119.

1d. In subjects* referring to two or more persons, including the speaker, politeness requires that the speaker should mention himself last. If *you* occurs in the sentence, it is placed first.

Example 1. *You, Tom,* and *I* will manage the store this winter.
Example 2. *He* and *I* have been playing tennis.

1e. When the subject* of a verb is a pronoun with a noun placed after it to explain its meaning or to emphasize it, be careful to use the nominative form of the pronoun. See also 1a.

Example 1. *We,* the citizens, respectfully request you to consider this.
We is the subject of the verb *request* and is in the nominative case. The objective "us" would be incorrect. *The citizens* is used to explain *we;* it does not affect the case* of the pronoun subject *we.*
The noun or pronoun which is placed beside the subject to emphasize it or to explain its meaning is said to be in *apposition* to the subject, and is called an *appositive. Citizens,* in example 1, is an appositive.
Example 2. *We* boys are going to Camp Greenlake again next year.
Do not use "us" as the subject. The nominative *we* is required. If you have difficulty with this form, repeat the sentence to yourself, omitting the appositive; as, *We are going to camp.* You would not use the objective pronoun "us" in this sentence. Therefore do not use "us" with the appositive noun *boys.* Both words should be in the nominative case.
Example 3. *We* girls have seventy specimens of wild flowers.

2. When a noun or a pronoun completes the meaning of the verb and means the same as the subject, that noun or pronoun is in the nominative case. This nominative is often referred to as the *predicate nominative. Am, is, was, were, have been, shall be, can be,* or any other tense of the verb *be* requires the same case after it as before it.

Example 1. I thought that it was *he.*
The pronoun *it* is in the nominative case because it is the subject of the verb. The pronoun *he,* which follows the verb *was,* is also in the nominative case.
Example 2. It is *he* who gave me the bicycle.
The nominative form *he* is required because *he* completes the meaning of the verb *is. He* is in the same case as the subject *it.*
For an explanation of the cases used with verbs which are preceded by *to,* see rules 13a, 13b, 13c, and 13d.

Possessive Case

A noun or a pronoun which shows ownership or possession is in the possessive case. To form the possessive case, nouns as well as pro-

* *Subject,* see page 119.
Case, see page 119.

nouns are changed. The possessive case is the only case in which the form of nouns is changed.

The possessive case is treated in rules 14–18.

Objective Case

3. A noun or a pronoun used as the object of a verb is in the objective case. The objective forms of the pronouns are *me, us, you, him, her, it, them,* and *whom.*

The *direct object* of a verb shows the receiver of the action. *Them* is the direct object of the verb *hit,* in the following sentence: The stone hit *them.*

3a. The object of a verb is in the objective case. See also 3.

Example 1. John saw *him* here last week.
The objective *him* is used because *him* is the object of the verb *saw.*
Example 2. The captain praised *them* for their efforts.

3b. When two or more words are used as the object of a verb, each one is in the objective case. See also 3.

Example 1. The stranger stopped *John* and *me* at the gate.
The objective form *me* is required because *me* is one of the objects of the verb *stopped.* You would say:

(a) The stranger stopped *John.*
(b) The stranger stopped *me.*
(c) The stranger stopped *John* and *me* at the gate

You would not use "I" for *me* in sentence (b). Therefore you should not use "I" for *me* in sentence (c).
Example 2. We sent *Tom* and *him* for supplies.

3c. When a pronoun used as an object of a verb has a noun in apposition* to it, you must be careful to use the objective form of the pronoun. See also 3.

Example 1. The coach sent *us* boys with the regular team.
The objective pronoun *us,* with the noun *boys* in apposition, is used in this sentence because *us* is the object of the verb *sent.*
Example 2. Will you help *us* girls with the net?
Us is the object of the verb *help.*

3d. The indirect object of a verb is in the objective case.

The indirect object of a verb is generally placed just before the direct object. A noun or a pronoun which shows to whom or for whom the action of the verb is performed is an *indirect object.* A preposition is never used with the indirect object. When there are apparently two direct objects of a verb in a sentence, and one is a person to whom or for whom the action of the verb is performed and the other is a thing, the person is the indirect object and the thing is the direct object.

* *Apposition,* see 1e.

Example 1. He gave *me* a dollar.
There are two words in the sentence that might be considered as objects. *Me* is the person; *dollar* is the thing. *Me* is the indirect object. It is the indirect object because, without the use of a preposition, it tells to whom he gave the dollar.
Example 2. Please hand *me* that paper.

3e. When two or more nouns or pronouns are used as the indirect object of a verb, each one is in the objective case. See also 3d.

Example 1. Rob bought *her* and *me* tickets to the circus.
Both words in the indirect object *her* and *me* are in the objective case. They tell for whom the tickets were bought.
Example 2. The old settler has been telling *her* and *us* stories of pioneer days.

3f. When a pronoun with a noun in apposition* to it is the indirect object of the verb, you must be careful to use the objective form of the pronoun. See also 3d.

Example 1. The manager gave *us* boys baseballs.
Us is the indirect object of the verb *gave* since it tells to whom the baseballs were given; *boys* is in apposition to the pronoun *us*.
Example 2. Father gave *us* girls a certain sum of money each week.

4. A noun or a pronoun used as the object of a preposition is in the objective case.

Example 1. We have good news for *him*.
Him is the object of the preposition *for* and is in the objective case.
Example 2. Shall I go with *her* to-day?

4a. When two or more nouns or pronouns are used as the object of a preposition, each one is in the objective case.

Example 1. That money was collected by *them* and *us*.
The objective forms *them* and *us* are required because both words are objects of the preposition *by*.
Example 2. Making that radio set was easy for *him* and *me*.
You would say *easy for him* and *easy for me*. Therefore say *easy for him* and *me*. The nominative* form of either pronoun would be incorrect.

4b. *Except, between,* and *but* (when it means *except*) are prepositions. Their objects are in the objective case. See also 4.

Example 1. There is nobody here but *me*.
Me is the object of the preposition *but*.
Example 2. No one knows, except *us,* that the estate will be divided between *him* and *me*.
Him and *me* are objects of the preposition *between,* and the objective

* *Apposition,* see 1e.
Nominative, see 1.

pronouns must be used. Never use the nominative* form of the pronoun with the preposition *between*.

Example 3. Between *you* and *me*, he will never return.

It is incorrect to use "I" in example 3.

4c. When a pronoun with a noun in apposition* to it is the object of a preposition, be careful to use the objective form of the pronoun.

Example 1. He rented his boat to *us* boys for the rest of the afternoon.

The appositive noun *boys* explains the meaning of *us*. *Us* is the object of the preposition *to*. If *boys* were omitted, you would say *he rented his boat to us*. The same objective form *us* is required when *boys* is added.

Example 2. They are going to build a shelter for *us* skaters.

5. *Who* is used both as an interrogative pronoun and as a relative pronoun. The nominative form is *who;* the objective form is *whom*. Care must be taken to use these forms correctly.

An *interrogative pronoun* is a pronoun which asks a question. The common interrogative pronouns are *who*, *which*, and *what*.

A *relative pronoun* refers to some definite word or group of words in the sentence in which it occurs. It introduces a subordinate clause.* The relative pronoun has a definite office to perform in the clause. It is the subject, the direct object of a verb,* or the object of a preposition. Besides performing its work in the clause, it also serves as a conjunction, joining its clause to the word to which it refers. Therefore we usually define the relative pronoun as a pronoun which joins to its antecedent* a subordinate clause of which it is a part. The part of the sentence introduced by a relative pronoun is called a *relative clause*. *Who*, *which*, and *that* are the common relative pronouns.

5a. Use the nominative form of the interrogative pronoun *who*, not the objective "whom," as the subject of a verb. The nominative form should also be used when the pronoun completes the meaning of any tense of the verb *be* and indicates the same person as the subject. See also 5.

Example 1. *Who* is the visitor?

Example 2. *Who* did John say is coming to the assembly?

Notice that the introduction of a short insertion like *did John say* does not affect the case* of the pronoun.

Example 3. *Who* is this?

5b. *Whom* is the correct form of the interrogative pronoun to be used as the object of a verb. See also 5.

---

* *Nominative,* see 1.
Apposition and *Appositive,* see 1c.
Subordinate clause, see 6.
Object, see 3, 3d.
Antecedent, see 8.
Case, see page 119.

Example 1. *Whom* did you see in town to-day?
This sentence means *You did see whom in town to-day.* The subject is *you;* the verb is *did see;* the direct object is *whom.*
Example 2. *Whom* did he send for the package?

5c. *Whom* is the correct form of the interrogative pronoun to be used as the object of the preposition. See also 5.

Example 1. *Whom* was he talking about?
Whom is the object of the preposition *about* and is in the objective case.
Example 2. *Whom* are they laughing at?
Arranged in the natural order, the sentence reads *They are laughing at whom,* and it is clear that *whom* is the object of the preposition *at.*

5d. *Who* is the nominative form of the relative pronoun. It is used when the relative pronoun is the subject of the clause that it introduces. See also 5.

Example 1. We employed the man *who* had the best qualifications.
The clause is *who had the best qualifications;* the verb is *had. Had* needs a subject. Therefore *who* is the correct form to be used.

5e. *Whom* is the objective form of the relative pronoun. It is used when the relative pronoun is the object of the verb* in the relative clause. See also 5.

Example 1. The clerk whom you sent is entirely satisfactory.
The clause is *whom you sent;* the verb is *sent;* the subject is *you.* A direct object is needed. Therefore *whom* is the correct form to be used.

5f. *Whom* is the form of the relative pronoun to be used as the object of a preposition. See also 5.

Example 1. We have employed the man of whom you spoke.
The clause is *of whom you spoke;* the verb is *spoke;* the subject is *you.* The clause means: *You spoke of whom.* The preposition *of* requires an object. Therefore *whom,* the objective form, is used.

6. The pronoun *whoever* frequently serves a double purpose. It introduces a clause which as a whole has an office to perform in the sentence. The word *whoever* also has a definite office to perform in its own clause. The use of the nominative form *whoever,* or of the objective form *whomever,* depends upon the part which the word plays in the clause which it introduces.

A *clause* is a group of words containing a subject and a predicate. A *subordinate clause* is a clause used as a part of speech. A *principal* or *independent clause* is a clause that by itself forms a complete sentence. In the sentence, *He returned the umbrella which he had borrowed, he returned the umbrella* is the principal clause; *which he had borrowed* is the subordinate clause. The latter serves as an adjective to modify *umbrella.*

* *Object of a verb,* see 3 and 3d.

6a. When *whoever* is the subject of a verb in a clause, the nominative form is required. This is true even though the whole clause may be the object of a verb in the principal clause. See also 6.

Example 1. You may interview *whoever* calls during my absence.

The nominative form *whoever* is used because *whoever* is the subject of the clause *whoever calls during my absence*. The whole clause is the object of the verb *interview; whoever*, alone, is not the object. Be careful not to use "whomever" in such cases.

Example 2. Send *whoever* comes first for the instructions.

Whoever is the subject of the verb *comes*, and is in the nominative case.

6b. An entire clause introduced by *whoever* may be the object of a preposition. However, the use of *whoever* in the subordinate clause determines its case. If it is the subject of a verb, the nominative form is required. See also 6.

Example 1. Give it to *whoever* seems most trustworthy.

The whole clause *whoever seems most trustworthy* is the object of the preposition *to*. Because *whoever* is the subject of the verb *seems* in its clause, the nominative case is used.

Example 2. There is room for *whoever* may wish to come.

The clause *whoever may wish to come* is the object of the preposition *for*. *Whoever* is the subject of the verb in this clause; therefore it is in the nominative case.

6c. If a form of the pronoun *whoever* serves as an object in its clause, the objective form *whomever* should be used. See also 6.

Example 1. Give the money to *whomever* they send.

The clause *whomever they send* is the object of the preposition *to*. *They* is the subject of its clause; *send* is the verb; *whomever* is the direct object.

Example 2. *Whomever* you may invite will be welcome.

Whomever, the objective form of the pronoun, is used because it is the object of the verb *may invite* in the subordinate clause.

Example 3. Letters are sometimes addressed: To *whomever* it may concern.

7. After the conjunction *than*, the case* of a pronoun depends upon its use in the incomplete clause* of which it is a part. When the clause is stated in full, it becomes plain whether the nominative* or the objective* form is required.

Example 1. Fred could swim farther than *I*.

The completed clause would read *than I could swim*. Therefore the nominative is correct.

Example 2. Father will ask John rather than *me* to drive the big car.

The completed clause would read *rather than he will ask me*. When the complete clause is expressed, it is clear that it is necessary to use the objective pronoun *me*.

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* *Case*, see page 119.
Clause, see 6.
Nominative, see 1.
Objective, see 3, 4.

Agreement

8. A pronoun agrees in gender, person, and number with the word or group of words to which it refers. The word or group of words to which the pronoun refers is called its *antecedent*. If the antecedent is plural, the pronoun must be plural; if the antecedent is masculine, the pronoun must be masculine. Many errors in the use of pronouns are due to lack of agreement in person and number.

8a. A pronoun agrees in gender with the word or group of words to which it refers.

If a pronoun refers to the male sex, it is of the *masculine gender;* if it refers to the female sex, it is of the *feminine gender;* if it does not indicate either sex, it is of *neuter gender*.

Example 1. John brought *his* book to me.

The possessive pronoun *his* is masculine in gender, agreeing with the word *John* to which it refers.

Example 2. Fashion authorities indicate to a woman what *she* should wear.

In this sentence *she* is feminine singular, agreeing with the word *woman* to which it refers.

8b. A pronoun agrees in person with the word or group of words to which it refers.

A *personal pronoun* is one that indicates by its form whether reference is made to the person speaking, the person spoken to, or the person or thing spoken of. The person speaking is the *first person*, the nominative forms of which are *I* and *we*. The person spoken to is the *second person*, the nominative form of which is *you*. The person or thing spoken of is the *third person*, the nominative forms of which are *he, she, it,* and *they*.

Example 1. Does everyone understand that *he* must pay fifty cents?

He agrees in person with its pronoun antecedent *everyone*, which is third person singular. The use of the second person "you" instead of *he* in this sentence would be incorrect.

Example 2. They will give anyone just what *he* asks for.

He refers to the third person singular indefinite pronoun *anyone*. Do not make the mistake of saying "just what you ask for."

8c. A pronoun agrees in number with the word or group of words to which it refers. People are most likely to make mistakes when the sentence involves the use of one of the singular indefinite pronouns. *Any, each, every, either, neither, everyone, anyone, someone, nobody, no one,* and *everybody* require third person singular pronouns in agreement with them.

The *number* of a noun or a pronoun shows whether it refers to one or to more than one. A *singular* noun or pronoun refers to one; a *plural* noun or pronoun refers to more than one.

Example 1. Neither brought *his* violin.
The third person singular pronoun *his* is correct because *neither* is followed by the singular pronoun. The use of the plural pronoun "their" would be wrong.
Example 2. Has everyone *his* official pass?
Example 3. Someone has forgotten *his* umbrella.

8d. Pronouns referring to nouns modified by the indefinite adjectives *any*, *each*, *every*, *either*, *neither*, and *another*, must be singular. These adjectives are singular in meaning.

Example 1. We hope that each guest will feel that *he* is welcome.
Guest, the word to which the pronoun *he* refers, is modified by the indefinite adjective *each*, which is singular. The pronoun referring to *guest* must be the singular *he* rather than the plural "they."
Example 2. Neither boy remembered where *he* had seen the announcement.

8e. A pronoun which refers to two or more subjects joined by *and* is singular if *each*, or *every* precedes the subjects.

Example 1. Each man and boy had *his* work to do.
The singular adjective *each* is followed by the singular pronoun *his*.
Example 2. Every man and woman present should express *his* opinion.
Formerly it was necessary to say *his or her*, rather than *his*, but custom has sanctioned the use of the masculine pronoun alone in sentences such as this. *His or her* is still used by some authorities. The use of the plural "their" would be wrong.

8f. When the pronoun *one* is used as the subject of a verb, it may be followed by *his* or *one's* in agreement.

Example 1. One should pay *his* debts.
One should pay *one's* debts.
Example 2. One never knows what *his* future will be.
One never knows what *one's* future will be.

8g. A *collective noun* is the name of a group of persons or things thought of as one. *Army*, *navy*, *fleet*, *swarm*, *audience*, *flock*, *bunch*, and *team* are examples of such groups. A collective noun which represents a group acting as a whole is singular. Pronouns referring to such collective nouns must be singular.

Example 1. The band gave *its* concert last Sunday.
The noun *band* is a collective noun. The band acts as a unit; therefore *band* is considered singular. The singular pronoun *its*, not the plural "their," must be used.
Example 2. The club has held *its* last meeting for the year.

8h. A collective noun which represents a group in which the individuals act separately is plural. Pronouns referring to such collective nouns must be plural. See also 8g.

Example 1. The team have passed *their* examinations.

Each member took a separate examination; the group, therefore, is considered as plural. *Their* is the correct pronoun to use, not "its."

Example 2. The crew were glad to exchange *their* old uniforms for new ones.

9. *Who, which,* and *that* are relative pronouns.*

9a. Of the relative pronouns,* *who* refers to persons, and *which* refers to animals and things. The relative *that* may be used to refer to persons, animals, and things.

Example 1. The man *who* saved Argentina helped to free Peru.

Who must be used, rather than "which," because its antecedent is *man,* a person.

Example 2. The mules *which* carried the supplies came up later.

In either example 1 or example 2, the relative pronoun *that* may replace *who* or *which.*

9b. When a joint reference is made to a person and an animal, *that* is the relative pronoun to use. See also 9a.

Example 1. All the villagers stared at the man and the huge dog *that* were entering the store.

Example 2. A man and his horse *that* were crossing the dismal swamp were the only signs of life that could be seen.

9c. The relative pronouns *which* and *that* should have definite antecedents.* The antecedent need not necessarily be one word, but the reference should be distinct. When the antecedent is an entire clause, use *and this,* not "which." It is possible to misinterpret sentences in which this precaution is not taken. See also 9a.

Example 1. Bring me the book *which* is on the table.

Book is the antecedent of *which.*

Example 2. Alice has been absent a great deal, *and this* is probably the reason why she has failed.

The use of *and this,* instead of the relative "which," prevents an ungrammatical use of the entire clause, *Alice has been absent a great deal,* as the antecedent of "which."

Example 3. He said that he would do it, *and this* pleased me very much.

There are other ways of stating these sentences; as, *and his answer pleased me very much,* and *which reply pleased me very much.* It is often advisable to rewrite the sentence to avoid using the relative *which* to refer to a whole statement.

10. A compound personal pronoun, formed by adding the word *self* to the simple pronoun, is used to emphasize the meaning of a noun or of a pronoun. It may also refer to the subject and be used as the object of a verb or of a preposition. The first use

* *Relative pronouns,* see 5.
Antecedent, see 8.

is called the *emphatic;* the second the *reflexive.* The compound personal pronouns are *myself, yourself, himself, herself, itself, ourselves, yourselves,* and *themselves.*

10a. Compound personal pronouns are correctly used to show emphasis. See also 10.

Example 1. They *themselves* are to blame.
Example 2. I will ask him *myself.*
Example 3. I gave the message to Mr. Jones *himself.*

10b. Compound personal pronouns referring to the subject may be used as objects of verbs or of prepositions, and as indirect objects.* See also 10.

Example 1. He has placed *himself* in an embarrassing position.
Example 2. The action speaks for *itself.*
Example 3. He allows *himself* many privileges.
The pronouns *himself* and *itself* refer to the subjects of the sentences, and are used as objects of the verbs and of the preposition.

10c. A compound personal pronoun should never be used as a substitute for the nominative* case of a simple pronoun.

Example 1. John and *I* changed the tire.
You would not say, "Myself changed the tire." Yet many people incorrectly use "myself" as part of a compound subject.
Example 2. The foreman said that the mechanics and *he* had been aware of the danger.
It is incorrect to substitute "himself" for the pronoun *he.*

10d. No such forms as "hisself," "theirself," or "theirselves" exist. Say *himself* and *themselves.* See also 10.

Example 1. He was afraid to show *himself* while the excitement lasted.
Example 2. Have they injured *themselves?*

11. Certain words are sometimes misused for others. Be careful to use the right word.

11a. The word "same" should not be used as a pronoun to take the place of *it, they,* or *them.*

Example 1. We have filled your order and are shipping *it* to-day.
Example 2. Two chairs are broken. How shall we return *them?*
"Same" is an adjective; it should not be used in place of the pronoun in either of these examples.

11b. The pronoun "them" should not be used as a demonstrative adjective to mean *those.*

* *Indirect object,* see 3d.
Nominative, see 1.

A *demonstrative* adjective points out the particular person or thing it is used to modify. The forms are *this, that, these,* and *those.*

Example 1. *Those* suitcases are mine.

Those is an adjective used to point out which suitcases are meant. "Them" is the objective form of a personal pronoun; its use would be incorrect in this sentence.

Example 2. *Those* grapes are not ripe.

11c. The personal pronoun "them" should not be used as a demonstrative pronoun, nor as a substitute for the nominative form *they.*

A *demonstrative pronoun* points out the particular person or thing to which it refers. The forms are *this, that, these,* and *those.*

Example 1. My neighbors own *those* rose bushes, but *these* are mine.

Example 2. *Those* are the football players.

In the second example *they* would also be correct; "them" would be wrong in either sentence.

11d. The pronouns "it" and "they" should not be used without antecedents,* except in such expressions as *it is raining, it snows, it happens,* and *it hurts.*

Example 1. There was an epidemic of typhoid in the county.

Do not say, "They had an epidemic of typhoid in the county."

Example 2. The recipe says to add salt.

You sometimes hear this idea expressed in this way: "It says in the recipe to add salt." Such a sentence is incorrect and awkward.

12. The possessive case* of a noun or a pronoun is used before a gerund to indicate the person or thing to which the action belongs.

A *gerund* is an *-ing* form of the verb used as a noun. It is like a verb in that it can take an object. It is like a verb in that it can be modified by an adverb. Like a noun, it can be used as a subject, a predicate nominative,* a direct object, or an object of a preposition.

Example 1. It was a question of *my calling* a taxicab or of *my walking* in the driving rain.

Calling and *walking* are *-ing* forms of the verbs. *Calling* is like a verb in that it takes a direct object, *taxicab. Calling* and *walking* are like nouns because they are used as objects of the preposition *of.*

Example 2. They did not approve of *his acting* in that way.

Acting is a gerund, a verb-form used as a noun. If the noun itself were used, it would be clear that the possessive form should precede it. You would not think of saying "him action"; you would say *his action.* Since *acting,* in example 1, is also used as a noun, the expression "him acting" would be incorrect.

Example 3. Think of *Tom's attempting* to swim the rapids!

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* *Antecedent,* see **8.**
Possessive Case, see **14.**
Predicate Nominative, see **2.**

Attempting, which is a gerund, is preceded by the possessive form of the noun *Tom*.

13. The infinitive may take a subject or an object.

The *infinitive* is the simple form of the verb used as a noun. It is usually preceded by *to;* as, *to be, to visit, to have,* or *to do.*

13a. The subject of an infinitive is in the objective case. See also 13.

Example 1. He invited *us* to visit the ranch.

Example 2. They asked *John* and *me* to be present.

Us, John, and *me* are in the objective case because they are subjects of the infinitives in these sentences.

13b. The subject of *to be,* which is the infinitive form of the verb *be,* is in the objective case. The noun or pronoun which completes the meaning of the verb and which means the same as the subject is also in the objective case. See also 13.

Example 1. I expected it to be *him.*

It to be him is the object of the verb *expected. It,* the subject of the infinitive *to be,* is in the objective case; the verb *be* takes the same case after it as before it; therefore, the pronoun *him,* which completes the meaning of the verb *to be,* is also in the objective case.

Example 2. I suspected the jokers to be *them.*

Jokers, the subject of the infinitive *to be,* is objective. *Them* completes the meaning of the verb *to be; them* is also in the objective case.

13c. If the infinitive *to be* has no subject, the pronoun which follows it is in the nominative case. See also 13.

Example 1. The thieves were thought to be *they.*

To be has no subject; therefore the pronoun *they,* which follows it, is in the nominative case.

Example 2. He was supposed to be *I.*

Example 3. The dead man was believed to be *he.*

The pronouns *I* and *he* are in the nominative case.

13d. The object of an infinitive is in the objective case. See also 13.

Example 1. *Whom* do you wish her to ask?

Transposed, the sentence reads *You do wish her to ask whom. Whom* is the object of the infinitive *to ask.* Therefore it is in the objective case.

Example 2. I was told to send *John* and *her.*

POSSESSIVES

14. A noun or a pronoun used to show ownership or possession is in the possessive case.

14a. To form the possessive case of a singular noun, use an apostrophe and *s* ('s) after the word. This applies equally to common and to proper nouns even when the latter end in *s.* See also 14.

A *proper noun* is the name of some particular person, place, or thing; as, *Lincoln, Boston,* or *Executive Mansion.* A *common noun* is the name of a class or a name that is common to all individuals or objects in a class; as, *lawyer, city,* or *building.*

Example 1. The *man's* hat blew off.
Example 2. *George's* paper was better than mine.
Example 3. *James's* cap lies exactly where he left it.
Some authorities favor the use of the *apostrophe only* with proper nouns which end in *s.* It is correct to use the form *James'* in example 3.

14b. To form the possessive case of a plural noun ending in *s,* use an apostrophe only, after the *s* that forms the plural. See also 14.

Example 1. They sell *boys'* coats.
Example 2. We found the *foxes'* holes.

14c. To form the possessive case of a plural noun not ending in *s,* use an apostrophe and *s.* See also 14.

Example 1. The *children's* room is closed.
Example 2. There will be a sale of *men's* suits.

15. In general, the possessive case should not be used in speaking of things without life. Use a phrase introduced by *of.*

Example 1. The roof *of the house* is green.
Example 2. The pages *of the book* are yellow with age.

16. To form the possessive case of compounds like *brother-in-law* or *Queen of England,* the possessive sign is placed after the last word of the compound. See also 14.

Example 1. My *sister-in-law's* garden is very beautiful.
Example 2. The *Queen of England's* London home is Buckingham Palace.

16a. When two or more nouns are used with the idea of possession in common, the sign of possession is added to the last noun only. This is done when two or more nouns are used to indicate the name of a business firm. See also 14.

Example 1. I bought these at *Johnson and Kenyon's* sale.
Example 2. These events happened during *William and Mary's* reign.

16b. Separate possession is indicated by adding the sign of possession to each noun. See also 14.

Example 1. The burglar took my *mother's* and my *sister's* jewelry.
Example 2. Are *Annie's* and *Mary's* dresses ready?

17. The possessive case of personal, relative,* and interrogative pronouns* is not written with an apostrophe.

* *Relative* and *interrogative pronouns,* see 5.

Example 1. Is this rake *ours*, or is it *yours?*
Example 2. She says that it is *hers.*
Example 3. *Whose* book was left on my desk?
Example 4. *Its* value is doubtful.

18. The possessive case is frequently used to show authorship and relationship.*

Example 1. *Hiram's* first job was opening and shutting doors in the coal mine.

An apostrophe *s* should be used after the noun *Hiram* to show the relation between Hiram and the job.

Example 2. *Fulton's* association with James Watt led to his becoming interested in steam as a driving power.

For the use of possessives with gerunds, see 12 and 51.

VERBS

Verbs are classified as *transitive* or *intransitive.*

A *transitive verb* is a verb having a receiver for the action that it expresses. The receiver may be a direct object as in the following sentence: I *opened the door.* The receiver may be the subject, as in the following sentence: The *treaty was signed* by each nation.

An *intransitive verb* is a verb with which there is no receiver of the action expressed by the verb. Examples: A gale *blew.* The pilot *graduated* from the Army Flying School.

Certain intransitive *linking verbs,* which do not show real action, are called *copulas.* Examples: Mr. Jones *is* treasurer of the company. We *shall remain* friends. He *seems* depressed.

The meaning of verbs differs according to voice, mode, and tense.

Voice: Voice is that property of a verb that tells whether the subject acts or is acted upon. If the subject acts and there is an object, the verb is in the *active voice.* If the subject is acted upon, the verb is in the *passive voice.*

The clerk *sharpened* the pencil. (Active voice.)

The subject is *clerk;* the verb is *sharpened.* The clerk acts; that is, he does the sharpening. There is an object. He sharpens something, a *pencil.* Therefore the verb *sharpened* is in the active voice.

The pencil *was sharpened* by the clerk. (Passive voice.)

The subject is *pencil;* the verb is *was sharpened.* The subject is acted upon; that is, the pencil did not do the sharpening. Therefore the verb is in the passive voice.

* Stormzand and O'Shea found that 83 per cent of the errors made were in this use of the apostrophe *s.* They recommend the use of the term *genitive case* to designate this form.

Mode: The thought of a verb may be expressed in different ways. These ways are called modes.

The *indicative mode* makes a statement or asks a question; as,

The undertaking was an unqualified success. (Statement.)

Who founded the city of Rome? (Question.)

The *imperative mode* gives a command or makes a request; as,

File the letters as you receive them. (Order.)

Tell me why you chose this task. (Request.)

The *subjunctive mode* expresses a wish, a condition contrary to fact, a doubt, or a supposition; as,

I wish that I *were* able to use this typewriter.

If I *were* a lawyer, I could answer that question.

Tense: The tense of a verb shows the time at which the action takes place.

The *present tense* shows that action is taking place in the present; as,

I *write* letters every day. (Present tense.)

The *past tense* shows that the action took place in the past; as,

I *wrote* to that firm last week. (Past tense.)

The *future tense* shows that the action will take place at some future time; as,

I *shall write* them another letter soon. (Future tense.)

A *participle* is a form of the verb used as an adjective.

The first person singular of the present and past tenses, the present participle, and the past participle are called the *principal parts* of the verb. The following examples show the principal parts of two common verbs.

Present	*Past*	*Present Participle*	*Past Participle*
work	worked	working	worked
do	did	doing	done

Troublesome Verbs

19. The verbs *can* and *may* differ in meaning. Use the verb which correctly expresses what you wish to say.

19a. *May* and *might* are used to ask or to give permission. See also 19b.

Example 1. *May* I make fudge to-night?

Example 2. Did your friend say that you *might* use his books?

19b. *Can* and *could* are used to ask or to tell about ability to do a certain thing. See also 19a.

Example 1. *Can* the baby walk yet?

Example 2. Did you think that you *could* deceive him?

20. The verb *lie* and the verb *lay* differ in meaning. Do not confuse these verbs. See also 20b.

20a. *Lie* means *to rest* or *to recline.* It does not take an object. The present tense is *lie*, the past *lay*, the present participle* *lying*, the past participle *lain.*

Example 1. The dog is *lying* in the shade.
Example 2. The boy *lay* there for hours, watching the clouds.
Example 3. It must have *lain* there a long time, for it is coated with dust.

20b. *Lay* means *to put* or *to place.* It always requires an object. The present tense is *lay*, the past *laid*, the present participle* *laying*, and the past participle *laid.*

Example 1. I always *lay* the cover on the table in this way.
Cover is the object. It shows what is placed on the table.
Example 2. I *laid* the pen on your desk.
Example 3. I have *laid* the woolen things away.

21. The verbs *leave* and *let* are different in meaning. Do not confuse these verbs.

21a. *Let* means *to permit.* See also 21b.

Example 1. *Let* me help you.
Example 2. They *let* me examine the old coins.
To use "leave" in these examples would be incorrect.

21b. *Leave* means *to depart* or *to allow to remain.* See also 21a.

Example 1. When will he *leave* this city?
Example 2. I shall *leave* the door open.

22. Do not use "had" before *ought.* *Ought* is not a past participle*; it may not be preceded by "have" or "had." See also 33.

Example 1. You *ought* to carry your money more carefully.
Example 2. He *ought not* to strain his eyes in that way.
Do not use "hadn't ought" in sentences like example 2.

23. Do not add *ed* to such verbs as *cast, overcast,* and *recast.* These verbs keep the same form in all principal parts.* Some authorities allow *broadcasted.*

Example 1. The Weather Bureau *forecast* this cold weather.
Example 2. The sky is *overcast* with clouds.

24. The verbs *rise* and *raise* are different in meaning. Do not confuse these verbs.

* *Participle,* see page 135.
Principal part, see page 135.

24a. *Rise* means *to go up* or *to ascend.* It does not take an object. The present tense is *rise,* the past *rose,* the present participle* *rising,* and the past participle *risen.* See also 24b.

Example 1. How much did his temperature *rise?*
To use "raise" would be incorrect, for there is no object in this sentence.
Example 2. Smoke *rises* rapidly on a clear day.

24b. *Raise* means *to lift.* It always requires an object. The present tense* is *raise,* the past *raised,* the present participle* *raising,* the past participle *raised.* See also 24a.

Example 1. Did you *raise* the shades?
Raise is correctly used, for there is an object, *shades.*
Example 2. *Raise* your right arm.

25. Use the verb *lend* rather than the verb *loan.* The use of the verb *loan* is permitted only when one is speaking of such large transactions as are involved in international finance.

Example 1. Did you *lend* him what he asked for?
Example 2. We have never *lent* our garden tools.

26. Do not use *learn* for *teach.* When you give information, you *teach;* when you gain it, you *learn.*

Example 1. He *taught* me the right way to start a fire in the grate.
Example 2. *Teach* me the game. I think I can *learn* it.

27. Do not confuse *accept* and *except.* *Accept* is a verb meaning *to take when offered; except* is a preposition meaning *with the exception of,* or a verb meaning *to leave out,* or *to omit the mention of.*

Example 1. They will not *accept* a package unless it is in good condition.
Example 2. Nobody seemed interested *except* me.
Example 3. If we *except* him, we may say that all the graduates have done well.

28. *Sit* means *to rest* or *to occupy a place.* It does not require an object. The principal parts* are: *sit, sat, sitting, sat.* See also 28a.

Example 1. I warned you not to *sit* on that chair.
Example 2. The stranger *sat* in the seat near the president.
Example 3. They have *sat* in that same pew for years.
Sit does not take an object.

28a. *Set* means *to place.* It requires an object. The principal parts* are: *set, set, setting, set.* See also 28.

* *Principal parts,* see page 135.
Participle, see page 135.
Tense, see page 135.

Example 1. I *set* the hen on her nest and she is *sitting* there now.
Example 2. *Set* the plants on the window sill.
It would be incorrect to use "sit" in example 2, for there is an object, *plants*. *Set* is the verb that takes a direct object.

28b. The verb *seat* requires an object. See also 28, 28a.

Example 1. They *seated* themselves in silence.
Example 2. Did the hostess *seat* the guests at small tables?
In example 1, *themselves* is the object; in example 2, *guests* is the object.

29. *Got* is the past tense of the verb *to get*, which means *to secure*. It should never be used as an auxiliary or helping verb. It should not be used to express possession or obligation.

Example 1. I have not yet *got* the information you want.
In this sentence, *got* means *secured*.
Example 2. The boy *was* hurt.
Do not say "got hurt."
Example 3. I *have* a knife.
Do not use "got" to indicate possession.
Example 4. I *have* to start soon.
Do not use "got" to indicate obligation. "Have got" is incorrect.

30. It is never correct to use "ain't" as a contraction for *am not*, *are not*, *is not*, or *has not*.

Example 1. I *am not* planning to go.
There is no contraction for *am not*.
Example 2. She *is not* busy now.
Isn't is the contraction for *is not*. It may be used in this sentence.
Example 3. *Are not* these buildings new?
Aren't is the contraction for *are not*.

31. *Have* should never be replaced by "of." Say *should have*, *could have*, *must have*, not "should of," "could of," "must of."

Example 1. I suppose I could *have* done it if I had tried.
Example 2. The bird must *have* traveled a great distance.
The habit of using *of* sometimes arises from failure to pronounce *have* distinctly. Be careful to use *have* both in speech and in writing.

32. Do not use the present tense to express past time; that is, do not use "ask," "give," or "come" as past tenses. Use *asked*, *gave*, or *came*.

Example 1. John *gave* me a new book.
Example 2. A number of new magazines *came* yesterday.

33. Do not join the verbs "have," "has," or "had" to the past tenses *took*, *saw*, *did*, *wrote*, *rang*, *gave*, *ran*, *came*, *went*, *broke*,

froze, and tore. Verb phrases should be made by joining *have, has,* or *had* to the past participles of these verbs. The past participles are: *taken, seen, done, written, rung, given, run, come, gone, broken, frozen,* and *torn.*

33a. The past participles of *take* and *write* are *taken* and *written.* Use these with auxiliaries such as *had, has, have,* and *should have.* It is incorrect to use "took" and "wrote" with these auxiliaries.

Example 1. *Has* everyone *taken* his right place?
Example 2. He *has written* me several letters.
It would be incorrect to use "has everyone took" in example 1 or "has wrote" in example 2. It would also be incorrect to say "He written me several letters."
When a verb such as *have, has,* or *had* is used with another verb to help express the idea, it is called a *helping* or *auxiliary verb. Be, have, shall, will, can,* and *may* are often used as auxiliary verbs.

33b. *Saw* is the past tense of *see; seen* is the past participle. Use *seen,* not "saw," with *have, has,* or *had.*

Example 1. We *saw* the parade pass.
Example 2. *Have* you *seen* the dirigible?
It would be incorrect to use "we have saw" in example 1 or "have you saw" in example 2. It would also be incorrect to say "we seen."

33c. Do not confuse *did* and *done. Did* is the past tense of *do; done* is the past participle. Use *have, had,* and *has* with the past participle. See also 33 and 34.

Example 1. They *did* the work quickly.
Example 2. We *have done* our best to persuade him.
It would be incorrect to use "they have did" in example 1 or to use "we have did" in example 2. It would also be incorrect to say "they done the work" or "we done our best."

33d. The past tenses of *draw* and *know* are *drew* and *knew;* the past participles are *drawn* and *known.* Use *have, had,* and *has* with the past participles.

Example 1. He *has drawn* a picture of an eagle.
Example 2. I *have* always *known* him to be honest.
It would be incorrect to use "He has drew" in example 1 or "I have always knew" in example 2. It would also be incorrect to say "He drawn a picture" or "I always known him."

33e. The past tense of *come* is *came;* the past participle is *come.* Use *have, had,* and *has* with the past participle *come,* not with the

past tense "came." Do not use the present tense "come" to express past time.

Example 1. I *came* as soon as I could.
Example 2. The letter *came* this morning, but the package *has* not *come*.
It would be incorrect to use "come" in place of *came* or "has came" in place of *has come* in example 2.

33f. The past tense of *go* is *went;* the past participle is *gone*. Use *have, had,* and *has* with *gone,* not with the past tense "went."

Example 1. Aunt Jane *went* to Florida on Monday.
Example 2. The boys *have gone* to the ball game.
It would be incorrect to use "has went" in example 1 or to use "have went" in example 2. It would also be incorrect to say "Aunt Jane gone" or "The boys gone."

34. The past participles, such as "seen," "done," and "taken," can not be used alone as verbs. They form verb phrases when preceded by *have, had,* and *has*. The simple past tenses are *saw, did,* and *took*.

Example 1. We *saw* them leave.
Example 2. He *did* what his father asked him to do.
Example 3. Tom *took* the entrance examinations last week.
It would be incorrect to use "seen," "done," and "taken" in these examples.

Shall and Will

35. Special rules govern the use of the verbs *shall* and *will*.

35a. Use *shall* in the first person and *will* in the second and third persons to make simple statements as to what is likely to happen in the future. See also 35b.

Example 1. I *shall* be glad to read to you.
Example 2. You *will* enjoy this story.
Example 3. John says he *will* leave from the Grand Central Station.
These sentences express simply what is to happen. There is no idea of determination.

35b. To express determination or promise use *will* for the first person, and *shall* for the second and third persons. See also 35a.

Example 1. I *will* go, no matter what they say.
The speaker is determined.
Example 2. You *shall* not move one step.
There is an idea here of force or authority.
Example 3. He *shall* apologize for offending you.
The speaker has authority over the person referred to in the sentence, and is making a promise regarding the future actions of that person.

35c. *Should* and *would* are the past tenses of *shall* and *will*. *Should* and *would* follow the rules given in 35a and 35b for *shall* and *will;*

that is, to tell what will happen in the future, use *should* for the first person, and *would* for the second and third persons.

Example 1. I told her that I *should* like to join your party.
Example 2. They thought that you *would* be able to come.
Example 3. They said that he *would* visit several cities.
Should and *would,* not "shall" and "will," are used after verbs in the past tense. See 47 and 47f.

35d. To express determination or promise use *would* for the first person, and *should* for the second and third persons. See also 35c.

Example 1. I vowed that I *would* go in spite of the warning.
The speaker reports determination on his part.
Example 2. The principal said that you *should* attend that class.
The principal's words of authority are being reported here.
Example 3. Mother insisted that Ted *should* go to visit his grandparents.

35e. In conditional clauses, clauses introduced by *if,* use *should* for all three persons.

Example 1. She would be glad to come if I *should* ask her.
In example 1, *if I should ask her* is a conditional clause.
Example 2. If you *should* decide to join us, telegraph.
Example 3. If Miss White *should* come, send for me at once.
Notice that the rule governs the *should* which occurs in the part of the sentence introduced by *if*. This clause may come before or after the main part of the sentence.

35f. In asking questions, always use *shall,* not "will," for the first person. In questions of the second and third persons, use the form that you expect in the answer. See also 35a and 35b.

Example 1. *Shall I* go with you?
Example 2. *Shall we* start at once?
Shall I and *Shall we* are both in the first person.
Example 3. *Shall you* drive to Chicago?
Example 4. *Will Mary* be there to-morrow?
The speaker expects the answers *I shall* and *Mary will.*
Example 5. *Will* the new records be on sale this week?

36. After the verb *try,* which means *to attempt,* use an infinitive*; as, *try to do, try to go,* and *try to finish.* Do not substitute "and" for *to.*

Example 1. Try *to reach* the lowest branch.
Example 2. Try *to finish* that letter before the messenger comes.

37. An infinitive is the simple form of the verb used as a noun. It is usually written with *to;* as, *to go, to dare,* and *to try.* After certain verbs the preposition *to* is omitted when the infinitive

* *Infinitive,* see 37.

is used. The infinitives following such verbs as *help, bid, dare, feel, hear, let,* and *make* do not always require the preposition *to.*

Example 1. The chemist bade the assistant *watch* the boiling liquid.
Example 2. No one heard me *say* any such thing.
Example 3. I will help you *move* the desk.

37a. The verb *help,* in the sense of *avoid,* is followed by a gerund; as *giving, seeing, talking.* It is not followed by "but" and an infinitive. See also 37.

Example 1. She could not *help worrying* about you.
Do not use either "but to worry" or "but worry" in place of *worrying* after the verb *help.*
Example 2. I couldn't *help admiring* his pluck.

37b. The verb "help" should not be used if *but* and the infinitive are used. In such sentences the word "not" should also be omitted. See also 37 and 37a.

Example 1. I could *but smile* at his remarks.
Do not use "I couldn't help but" in place of *I could but.*
Example 2. We can *but hope* for a favorable decision.

38. Use *that* or *but that,* rather than "but what," after the negative forms of verbs of knowing and other similar verbs.

Example 1. The Browns do not know *but that* they will have to move.
Example 2. I do not doubt *that* he meant well.
Example 3. I do not doubt *that* he will recover.
But that is used with the verb *know; that* alone is preferred after verbs of *doubting.* Never use "but what."

39. In general, avoid placing an adverb between the parts of the infinitive.*

Example 1. The boy was trying *hastily to cover* the signs of his fight.
The adverb should, if possible, be placed before or after the infinitive, not between *to* and the verb. An expression such as "to hastily cover" should be avoided.
Example 2. I wish you *to understand clearly* the advantages of this new system.
Example 3. Be sure *to deliver* the message *immediately.*

Agreement of Subject and Verb

40. A verb agrees in number* with its subject.

40a. A singular verb is used with a collective* noun whenever the action is taken by the group as a whole. See also 8g.

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* *Infinitive,* see 37.
Collective noun, see 8g.
Number, see 8c.

Example 1. The Citizens' Association *holds* its meeting in the Grange Hall.

There is one action in which the group is engaged. A singular verb makes this meaning clear.

Example 2. The swarm *has* been placed in the hive.

The group is considered a unit.

40b. A plural verb is used with a collective noun when the meaning of the sentence is that the members of the group act separately. See also 40a.

Example 1. The company *have* been inoculated against typhoid.

Since the sentence means that each member of the company, as an individual, was inoculated, the plural form *have been inoculated* is used.

Example 2. The team *are* in fine physical condition.

Each member is physically fit.

40c. A plural verb is used with a collective noun when referring to a difference of opinion in the group. See also 40a, 40b.

Example 1. The jury *are* by no means unanimous in their opinions.

Example 2. The audience *were* divided in their opinions of his sincerity.

40d. Many nouns, apparently plural because they end in *s*, are actually singular. The most common examples are *news, mathematics, civics,* and *physics.* They require singular verbs.

Example 1. This news *is* a great surprise.

Example 2. Civics *is* taught in the schools.

40e. Some nouns have plural forms only, and require plural verbs. *Goods, oats, riches, thanks, tongs, trousers, scissors,* and *spectacles* are the most common of these nouns.

Example 1. Where *are* the scissors?

Example 2. Riches *take* wings and *fly* away.

40f. A few nouns have only one form, but may be either singular or plural depending upon the meaning intended. Such a noun is used with a singular verb when the meaning is singular, with a plural verb when the meaning is plural. The common nouns of this type are (1) nouns having a singular form only: *deer, fish, swine,* and *trout;* (2) nouns having a plural form only: *tidings, means, pains,* and *odds.* Authorities differ as to the use of these nouns.

40g. The title of a book, even when it is plural in form, takes a singular verb.

Example 1. "Two Gentlemen of Verona" *was* written by Shakespeare.

Example 2. "The Virginians" *is* on the second shelf in the bookcase.

40h. If *plenty, variety, abundance*, or *rest* is modified by a phrase introduced by *of*, the verb agrees with the noun used in the phrase. If a plural noun follows *of*, the verb is plural. If a singular noun follows *of*, the verb is singular.

Example 1. Plenty of tomatoes *are* now found on the market during the entire year.

Example 2. An abundance of ore *was* discovered around Lake Michigan.

Example 3. Two-thirds of the farm *is* timber land.

Example 4. Four-fifths of the children *are* foreign.

A fraction, as will be seen in the last two examples, may take either a singular or a plural verb. The verb agrees with the noun used in the phrase.

40i. The noun *number* takes a plural verb if it is preceded by the article *a;* it takes a singular verb if it is preceded by the article *the.*

Authorities differ as to the use of the singular or the plural verb.

Example 1. A number of applications *were* filed yesterday.

Example 2. The number of complimentary tickets *is* limited.

40j. A noun indicating a definite amount of money, a space of time, or a unit of measurement is singular in meaning even though its form is plural. Such a noun takes a singular verb.

Example 1. Eighty-five cents *is* too much to charge for those berries.

Example 2. Five miles *is* a long distance to drive in bad weather.

Example 3. Three hours *seems* long when one is in suspense.

40k. Use *were*, not "was," with the pronouns *we, you*, and *they.*

Example 1. We *were* amazed to see the airplane make a tail spin.

Example 2. You *were* there, for I saw you.

The use of "we was," "you was," and similar expressions is never permissible.

41. A verb agrees in number with its subject, not with any noun which may come between the subject and the verb.

Example 1. One of the desks *is* near the window.

The verb *is* is used because its subject *one* is singular. Do not let your ear be tricked by the sound of the plural noun *desks* into causing you to overlook the real subject with which the verb must agree. A noun coming between the subject and the verb has no effect on the number of the verb.

Example 2. Three offices in the building *are* vacant.

The plural verb *are* is used because its subject *office* is plural. The noun *building*, which comes between the subject and the verb, has no effect on the number of the verb.

41a. A verb agrees in number with its subject and is not affected by the insertion of phrases introduced by *along with, together with, as well as*, and similar expressions.

Example 1. My brother, along with his chums, *has gone* camping.

The singular verb *has gone* agrees with the singular subject *brother*. The words which come between do not affect the verb.

Example 2. The twins, together with their older brother, *are buying* the store.

Twins, a plural noun, is the subject and requires the plural verb *are buying*. The singular noun *brother*, which comes between, has no effect on the verb.

41b. In sentences beginning with *there is, there are, there was,* or *there were,* be careful to make the verb agree in number with the actual subject.

Example 1. There *were* a man and three children in the automobile.

The sentence means *A man and three children,* or four persons, were in the automobile. Therefore the plural verb *were* is required with the plural subject.

Example 2. There *are* both humor and honesty written on his face.

The plural verb *are* is required in example 2. See also 42.

42. When the subject of a verb consists of two or more words which refer to different persons or things and which are joined by *and,* a plural verb is required.

Example 1. The beech tree and the rose bush *were blighted* by the cold.

Beech tree and *rose bush* indicate different things; therefore the plural verb *were blighted* is correct.

Example 2. Phyllis and Jean *expect* to go to Vassar.

Phyllis and *Jean* are different persons; therefore the plural verb *expect* is correct.

42a. When the subject of a verb consists of two or more singular words joined by *or, either—or,* or *neither—nor,* a singular verb is required.

Example 1. Neither the time nor the place *is* suitable.

Time and *place,* joined by *nor,* are both singular nouns. Therefore the verb must be singular.

Example 2. Either that boy or his brother *was* here an hour ago.

In the compound subject joined by *either—or,* both *boy* and *brother* are singular nouns. Therefore the singular verb *was* is used.

42b. With a compound subject joined by *or, either—or,* or *neither—nor,* if the last part or both parts are plural, use a plural verb. When one word in the subject is singular and the other plural, the verb agrees with the plural noun, which should always directly precede the verb.

Example 1. Either Frank or his cousins *have rented* the cottage for that week.

In the subject joined by *or,* the last noun, *cousins,* is plural. Therefore the plural verb *have rented* is used. *Cousins* is placed next to the verb because "his cousins or Frank have" would sound awkward.

Example 2. Neither the guide nor the tourists *were pleased* at the delay.

42c. A subject consisting of two nouns, only one of which is expressed, requires a plural verb.

Example 1. A felt and a straw hat *are* on the shelf.
Example 2. A tall and a short man *were paired* for the three-legged race.

42d. A subject consisting of two nouns which refer to the same person or thing, or which are thought of together, requires a singular verb.

Example 1. *Does* the secretary and treasurer *have* to make an annual report?

The sentence means that one person is acting as secretary and treasurer. The singular *does* is therefore correct. "Do" would be incorrect.

Example 2. This bread and jam *is* delicious.

The *bread and jam* is considered as a combination, not as two separate articles.

43. Nouns modified by such adjectives as *each, every, either,* and *neither* are singular and require singular verbs. When two or more nouns are modified by such adjectives, they also require singular verbs.

Example 1. Every candidate *knows* what to do.
Example 2. Neither boy *feels* satisfied with the arrangement.
Example 3. Every boy and man *has been given* a free ticket.

44. The indefinite pronouns, such as *each, either, neither,* and *everybody,* require singular verbs.

Example 1. Each of the members *does* all that can be expected of him.

Each is the subject and is singular; therefore the verb must be singular in agreement.

Example 2. Everybody *drinks* water.

45. "Don't" must not be used with *he, she,* or *it,* or with a singular noun; use *does not* or *doesn't.*

Example 1. He *doesn't* write plainly.

Doesn't is formed by combining the two words *does* and *not*. The *o* in *not* is omitted, and the apostrophe (') takes its place. *Don't* combines the two words *do* and *not* in the same way. You would not say "He do not." Since *don't* means *do not*, you should not say "He don't." *Doesn't* is correct in example 1, because *does* is used with the third person singular, *he, she,* or *it*. *Don't* may be used correctly with the pronouns *I, you, we,* and *they,* since these pronouns are followed by the verb *do*. Wherever *do not* is correct, *don't* is correct. Wherever *does not* is correct, *doesn't* is correct.

Example 2. *Doesn't* your brother work with you?

46. The verb used with a relative pronoun* has the same number and person as does the noun or pronoun to which the relative pronoun refers.

* *Relative pronoun,* see 5.

Example 1. It is I who *am* responsible for that notice.
The relative pronoun is *who*. *Who* refers to *I*, which is first person singular. Therefore the verb used with *who* must be *am*, the first person singular.
Example 2. Please show me the one of the pictures that *is* most like her.
The relative pronoun *that* refers to *one*, which is third person singular. Therefore use the verb *is*, which is third person singular.

Correct Use of Tenses

47. In general, when two or more verbs are used in a sentence, they should agree in tense, voice, and mode. **See also pages 135, 134.**

47a. When the verb in the principal clause* is in the past tense, the verb in the subordinate clause* must also be in the past tense.

Example 1. He *said* that he *intended* to come.
Example 2. She *called* in the neighbors when she *heard* the news.
The past tense *heard* is required in the clause *when she heard the news*, because the verb in the principal clause is in the past tense.

47b. A present or a future tense of the verb in the principal clause* may be followed by any tense of the verb in the subordinate clause.* The meaning to be expressed decides the tense to be used.

Example 1. I know what you *said*.
Example 2. I know what you *will say*.
Example 3. I know what you *are saying*.
Example 4. I know what you *have* always *said*.

47c. Statements of present or permanent fact require the present tense. This is true even though the verb in the present tense is subordinate to a verb in the past tense. See also 47a.

Example 1. The children learned that Switzerland *is* a mountainous country.
The clause *Switzerland is a mountainous country* is a statement of permanent fact, and the verb is in the present tense even though it is subordinate to *learned*, which is in the past tense.
Example 2. The builder said that oak *is* the best wood for floors.
The clause contains an idea generally accepted as true.

47d. In subordinate clauses* following adjectives or adverbs showing degree, any tense may follow any tense.

Example 1. He works harder than I *do*.
Example 2. He works harder than I *did*.
Example 3. He worked harder than I *had* ever *done*.

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* *Principal clause*, see 6.
Subordinate clause, see 6.

47e *May, can, shall,* and *will* are used in subordinate clauses* after verbs in the present, present perfect, and future tenses.

Example 1. She has come early so that she *may* go as soon as possible.
The present tense *may* follows the present perfect *has come.*
Example 2. John will study all summer so that he *may be able* to pass his entrance examinations.
The present *may be able* follows the future *will study.*

47f. *Might, could, should,* and *would* in subordinate clauses* follow the past tenses.

Example 1. I came early so that you *could* help me.
Example 2. He told me that I *might* take the book home.

48. Do not needlessly shift from the active voice* in one clause to the passive voice in another.

Example 1. As we *came* down the street, we *saw* a man running from the store.
The rule would be violated by shifting to "a man was seen running from the store." *Came* is a verb in the active voice; *saw* should be kept in the active voice also.
Example 2. I *lent* my assistance, and we *moved* the cabinet forward.
Both verbs are in the active voice.

49. When a sentence expresses a wish or a condition which is contrary to fact, use *were*, not "was." *Were* is the subjunctive mode and should be used in sentences of this kind.

Example 1. If I *were* a millionaire, I'd visit the places I long to see.
The clause *If I were a millionaire,* expresses a condition contrary to fact, and *were* is used, not "was."
Example 2. He wishes that he *were* in California.
This sentence expresses a wish. Therefore *were* must be used.

50. A verb used once in a sentence may be understood at another place in the sentence if the same form would be correct in both places.

Example 1. She has started for the interior of China, and her friend, for the Philippine Islands.
We may omit *has started* after *friend,* since the understood verb is the same as that after *she.*
Example 2. He has taken the food supplies, and John, the tents.

50a. If the same form of the verb would not be correct in both places, the correct form must be used in each place.

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* *Subordinate clause,* see 6.
Active voice and passive voice, see page 134.

Example 1. He played the solo as only an artist *can play* it.

It would be wrong to say "as only an artist can" in example 1, for the verb *played* can not be correctly joined to the verb *can*.

Example 2. Do you suggest that I take the same subjects as he *has taken?*

In example 2, *has taken* is expressed because "take" could not be correctly used in its place.

51. A noun or a pronoun modifying a gerund* must be in the possessive case. See also 12.

Example 1. For a long time the idea of *man's* being able to fly seemed absurd.

In example 1, the word *being* is the object of the preposition *of*. It is therefore a gerund (verbal noun) and requires the possessive form *man's* before it.

Example 2. What do you think of *his* driving the car to Philadelphia?

In example 2, the *-ing* form of the verb *drive* is used as the object of the preposition *of*. The noun or pronoun used to modify this form must be in the possessive case. Therefore the possessive pronoun *his* must be used. It would be wrong to use the objective form "him."

ADJECTIVES AND ADVERBS

52. The articles are *a, an,* and *the*.

52a. *An* is used before a word beginning with a vowel or a silent *h*.

Example 1. He was *an* heir under the provisions of the will.

Example 2. Abraham Lincoln was *an* interesting speaker.

52b. *A* is used before a word beginning with a consonant, with *o* sounded like *w*, or with *u* pronounced *you*.

Example 1. *A* one-sided conversation is seldom interesting.

Example 2. *A* union of workers was organized.

53. The article is repeated before each noun when two or more nouns, joined by *and*, refer to different persons or things.

Example 1. *A* teacher and *a* nurse live there.

The article *a* must be used before each noun, *teacher* and *nurse*, because reference is made to two distinct persons. The omission of *a* before *nurse* would mean that one person was employed as nurse and teacher.

Example 2. *A* stenographer and *a* student had the room on the top floor.

53a. The article is used before the first noun only when two or more nouns joined by *and* refer to the same person or thing.

Example 1. That man is *a* physician and surgeon.

One person is referred to.

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* *Gerund*, see 12.

Example 2. Did you call upon your friend, *the* actor and playwright?

Two nouns commonly thought of together, such as *bread and butter, cup and saucer*, and *pen and ink*, may be used in a singular sense and be preceded by only one article.

Example 1. *The* bread and butter tastes good.

Example 2. *The* cup and saucer which you see there was a birthday gift many years ago.

53b. The article is used before each adjective when two or more adjectives refer to different persons or things only one of which is expressed.

Example 1. Have you either *a* large or *a* small box?

The noun *box* has been omitted after the adjective *large*. Two boxes are thought of in this sentence. Therefore the article must be used before each adjective.

Example 2. *A* gold and *a* silver coin were found in his pocket.

53c. The article is used before the first adjective only, when two or more adjectives modify a singular noun and refer to the same person or thing.

Example 1. There was *a* black and tan dog in the yard.

The meaning is that there was one dog which was black and tan.

Example 2. *The* blue, white, and red flag is the French flag.

53d. The articles "a" and "an" are not used after *sort of* or *kind of*.

Example 1. What kind of flower is that?

"A" and "an" are used to indicate "one." If you say "kind of a flower" it will mean "kind of one flower," and this expression is meaningless.

Example 2. I do not like that sort of problem.

53e. The article is used before the first noun only, when two nouns which are being compared refer to the same person or thing.

Example 1. The new maid is *a* better waitress than cook.

Example 2. Do you think Harry is *a* better guard than center?

53f. The article must be repeated before each noun if the two nouns which are being compared refer to different persons or things.

Example 1. Martin is a greater talker than an experienced traveler (would be).

The meaning is that an experienced traveler, in comparison with Martin, would not talk so much.

Example 2. You can not be a worse critic than a caddy (usually is).

54. The *demonstrative adjectives*, which are *this, that, these,* and *those,* are used to point out the nouns which they modify.

54a. Use *this* or *that* to modify singular nouns; *these* or *those* to modify plural nouns.

Example 1. *This* kind of work requires much thinking.
Example 2. *That* sort of criticism is discouraging.
Example 3. There is nothing new about *these* fads of fashion.
Example 4. You make no mistake in choosing *these* styles of clothing.
Kind and *sort* are singular; *kinds* and *sorts* are plural.

54b. An adjective should never be used to modify an adverb. It is incorrect to use the adverbs "here" and "there" after the adjectives *this* and *that.*

Example 1. *This* page is torn.
It is incorrect to say "This here page." The adjective *this* can not modify the adverb *here.*
Example 2. *That* map is missing.
It is incorrect to say "That there map."

54c. Use *these* and *those,* not "them," to modify a noun. "Them" is the objective case of the personal pronoun and can not be used as an adjective. See also 54.

Example 1. *Those* boys took our ball.
The demonstrative adjective *those* is the correct form to use.
Example 2. Give me a few of *those* papers.

Comparison

55. Most adjectives undergo a change in form to show differences in the degree of quantity or quality expressed. This change in form is called *comparison.* There are three degrees of comparison.

The *positive degree* is the simple form of the adjective.
The *comparative degree* is a form of the adjective that denotes a degree higher or lower than the positive.
The *superlative degree* is a form of the adjective that denotes the highest or lowest degree that can be expressed.

55a. The comparative degree of adjectives of one syllable and of some adjectives of two syllables is formed by adding *er* to the positive; the superlative is formed by adding *est*: *short, shorter, shortest; pretty, prettier, prettiest.* See also 55, 55b.

55b. The comparative degree of most adjectives of more than one syllable is formed by prefixing *more* or *less*; the superlative, by prefixing *most* or *least*: *interesting, more interesting, most interesting; useful, less useful, least useful.* See also 55, 55a.

55c. Many adjectives are irregular in their comparison: *little, less, least; bad, worse, worst; many, more, most.* See also 55, 55a.

55d. Some adjectives can not be compared. The following are examples: *square, dead, supreme, unique,* and *universal.* It is not incorrect, however, to use the expression *more nearly square* when comparing two things neither of which is actually square. See also 55.

55e. The comparative degree is used in comparing two persons or things; the superlative is used in comparing more than two persons or things. See also 55.

Example 1. Which of the twins is the *brighter* one?
"Brightest" should not be used, because only two persons are being compared.
Example 2. Which is the *more useful* language, French or Spanish?
Example 3. He is the *tallest* man in the ranks.
The superlative is used correctly in example 3.

55f. Do not use double comparatives; that is, do not use "more" with an adjective which is already comparative. Adjectives of irregular comparison have a special form for the comparative. Do not add anything to these forms. See also 55, 55a, 55c.

Example 1. The simple peasants were *happier* than the nobility.
Do not say "more happier." *Happier* is already comparative.
Example 2. He is *worse* than I am.
Worse is the comparative form. If you used "worser," you would make a double comparative form.

55g. For the comparative degree use the word *other* after *than* when you are comparing one person or thing with others in a related group. For the superlative degree, do not use the word "other." The person or thing compared is included in the total group. See also 55, 55e.

Example 1. John is *more studious than* any *other* child in the class. (Comparative.)
Example 2. He is the *most studious* child in the school. (Superlative.)

Confusion of Adjectives and Adverbs

56. Do not use an adverb when an adjective is needed.

56a. The verbs of the senses, such as *smell, taste, feel, look, sound,* and the like, are generally completed by adjectives, not by adverbs. These verbs are like the verb *to be* in that they require predicate adjectives to complete their meaning.

A *predicate adjective* completes the meaning of the verb and describes the subject.

Example 1. The persimmon tastes *bitter* when it is not ripe.
The adjective *bitter*, not the adverb "bitterly," is used to modify the noun *persimmon* and to complete the meaning of the verb *tastes*. The use of the adjective *bitter* may be better understood if you think of the sentence as meaning: The persimmon is bitter.
Example 2. That music sounds *sweet*.

56b. *Be, seem, appear, become,* and similar verbs are usually followed by adjectives. Whether an adjective or an adverb shall be used depends upon whether it is the noun or the verb that is being modified.

Example 1. The boys appeared *interested* in the experiment.
The adjective *interested* is used because the *boys* are being described.
Example 2. The boys appeared *suddenly* from behind the tree.
The adverb *suddenly* is used since the action of appearing is being described.

56c. The verbs *grow* and *turn* sometimes take adjectives after them.

Example 1. The leaves turn *red* in the autumn.
Example 2. The crowd grew *anxious* as the driver lost control of his car.

57. Use an adverb, not an adjective, to modify a verb.

57a. Do not confuse an adjective ending in *y* or *ly* with an adverb.

Example 1. The employer spoke *angrily* to his clerk.
It would be wrong to say "The employer spoke angry to his clerk." The word to be used is to modify the verb *spoke*. Therefore the adverb *angrily*, not the adjective "angry," should be used.
Example 2. Pandora untied the knot *easily*.

57b. Many adjectives are made into adverbs by means of the suffix *ly*. Remember that the adverb form is used to modify a verb.

Example 1. The river rises very rapidly in the spring.
The adverb *rapidly* tells how the river *rises*. The adjective "rapid" should not be used in such a sentence.
Example 2. Watch the leader *closely*.

57c. *Sure* is an adjective. When an adverb is needed, use *surely*.

Example 1. They *surely* did work for the next five minutes.
Surely is an adverb meaning *certainly*.
Example 2. He will be *sure* to carry out the directions exactly.
Sure, meaning *certain*, is an adjective modifying the subject *he*.

58. Use an adverb, not an adjective, to modify an adverb or an adjective.

58a. Do not use the adjective "real" for the adverb *very*.

Example 1. He is a *very* interesting speaker.
In example 1, *very* is used to modify the adjective *interesting*. "Real

interesting speaker" would be wrong because "real" is an adjective, and an adjective may not be used to modify another adjective.

Example 2. You did that *very* well.

58b. Use the adverb *really* when you mean *actually* or *in truth*.

Example 1. The boy is *really* in earnest.

Example 2. He is *really* interested in what he is doing.

Example 2 means *he is actually interested*. The adjective "real" would be incorrect.

59. Do not confuse *most* and *almost*. *Most* is an adjective meaning *the largest number of* or *the greatest amount of*, or an adverb indicating the superlative degree.* Do not use "most" to mean *nearly*.

Example 1. I have *almost* finished.

This means, *I have nearly finished*.

Example 2. *Almost* all ancient cities were surrounded by walls.

60. Do not confuse *less* and *fewer*. *Less* refers to amount; *fewer* refers to number.

Example 1. *Fewer* than a score of persons witnessed the accident.

Example 2. Put *less* water in the next pot of coffee.

61. Do not confuse *well* and *good*. *Good* can never be used as an adverb.

Example 1. The educated man speaks English *well*.

It is the manner of speaking that is being described, not the man himself. Therefore the adverb *well* is required after the verb *speaks*. See 57.

Example 2. Doesn't he draw cartoons *well?*

Example 3. That pie looks very *good*.

Good, an adjective, modifies the noun *pie*, not the verb *looks*. The pie can not perform the action of looking. See 56a.

62. *Anywhere, nowhere*, and *somewhere* should not be written with a final *s*.

Example 1. The paper is *somewhere* in my desk.

Example 2. They could not find the reference *anywhere*.

63. When used to modify a past participle,* *very* or *too* must be accompanied with another adverb such as *much* or *greatly*.

Example 1. He was too *greatly* hurried to wait for a reply.

Example 2. He was too *firmly* opposed to the plan to consider it.

64. Do not say "divide up," "start in," or "rest up." The idea is included in the meaning of the verb.

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* *Superlative*, see 55b.
Participle, see page 135.

Example 1. The manager told us to *divide* the work.
Example 2. He *started* practicing last week.
Example 3. He *is resting* after his long drive.

65. Use *rather;* do not use either "kind of" or "sort of" when an adverb is required.

Example 1. After chopping the wood, he was *rather* tired.
"Kind of" is an ungrammatical substitute for *rather, somewhat,* or *a little,* and its use should be avoided.

66. *Somewhat* is an adverb. *Some* is an adjective.

Example 1. I am *somewhat* surprised.
The adjective "some" may not be used in a sentence like this because an adverb is needed to modify the adjective *surprised.*

67. To express a negative idea, do not use more than one negative. The negatives are *no, not, none, nothing, nobody, neither, never,* and *nowhere.* It is incorrect to use another negative either with these words or with *only, scarcely, hardly,* and *but* when they are used in a negative sense.

Example 1. That won't make any difference. I can *hardly* see it.
Example 2. He *never* does anything.
"Can't hardly" would be incorrect in example 1; "never does nothing" would be incorrect in example 2.

68. The adverbs *merely, only,* and *especially* should be as close as possible to the words they modify. Changing the place of the modifier often changes the meaning.

Example 1. I *only* said that I went once.
Example 2. I said I went *only* once.
In the first sentence *only* modifies the word *said,* and the sentence means *I said that I went once and I said nothing more.*
In the second sentence, the word *only* modifies *once* and the sentence means *I went once and no more.* In deciding where to place such adverbs, let the meaning of what you wish to say guide you.

69. Place the adverb *not* directly before the word that it modifies in a sentence which makes a positive statement about a part of a group. Say *not everybody, not all.*

Example 1. *Not everybody* can be a successful leader.
Example 2. *Not all* who were invited came.

70. *Different* and *differently* should be followed by *from,* rather than by "to" or by "than."

Example 1. He works *differently from* others.
Example 2. Is your tennis racket *different from* mine?
Do not say either "different than" or "different to."

71. In general, an adverb should not be placed between the parts of an infinitive* form. In rare instances, the split infinitive may be permitted for the sake of clearness or emphasis. See also 39.

Example 1. We are expected *to serve* our class officers loyally.
Do not say "to loyally serve."
Example 2. We shall not have time *to clean* the car thoroughly.
Do not say "to thoroughly clean."

PREPOSITIONS

72. Be careful that you do not use wrong or unnecessary prepositions.

72a. The preposition "of" is unnecessary after the verbs *remember, consider, permit,* and *recollect.* Do not use it.

Example 1. I don't remember seeing him.
Example 2. John says he does not recollect putting the papers there.
It would be wrong to say "remember of seeing" or "recollect of putting" in the above sentences.

72b. The prepositions "at" and "to" should not be used at the end of a clause* or sentence introduced by *where.*

Example 1. Where are you going?
Example 2. Where are you?

72c. "In back of" should not be *used* for the preposition *behind.*

Example 1. Who sits *behind* you?
Example 2. The broom is *behind* the door.

72d. Do not use "of" after *off.* "Off of" is incorrect.

Example 1. Keep *off* the grass.
Example 2. Shall I take the candles *off* the table?

72e. Do not use "for to" in place of *to* after verbs of liking or asking.

Example 1. I should *like* you *to* be present.
Do not say "for you to be present."
Example 2. Why didn't you *ask* him *to* come?
"For him to come" would be incorrect.

72f. Do not use two prepositions, or a preposition and an adverb when one will express the meaning. Do not use a preposition when its meaning is included in some other word in the sentence.

Example 1. The picnic lunch ended with toasted marshmallows.
Example 2. The crowd filled every seat in the large auditorium.
"Ended up with" or "filled up" would be incorrect.

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* *Infinitive,* see 37.
Clause, see 6.

73. A preposition should not be omitted when it is required in order to complete the grammatical construction of a sentence.

73a. The preposition *of* is needed with *is* and the noun *use;* the preposition *in* is needed with phrases which indicate the manner in which the action takes place.

Example 1. This chisel is *of* no use.
Example 2. It is *of* no use to talk to her.
Example 3. Why does the child act *in* that way?
Example 4. Does the team always play *in* that way?

73b. A phrase which indicates the date or the hour of an occurrence requires a preposition.

Example 1. Were the soldiers there *on* the eleventh of November?
Example 2. We wrote to you *on* the tenth of May.
Do not omit *on* in sentences such as those above.

73c. *At* should be expressed with the word *home.* "To" should not be used for *at.* Say *at home.*

Example 1. Were you *at* home last summer?
It would be incorrect to omit *at* before *home.*
Example 2. Will you be *at* home to-night?
"To home to-night" is often incorrectly used for *at home to-night* in some sections of the United States. "To" implies motion toward something and is not used with the word *home* except in sentences such as the following: Do you wish it to be sent *to your home?*

74. The preposition "of" should not be used in place of the verb *have* in such expressions as *could have, must have,* and *should have.* See also 31.

Example 1. The knight *could have* given up the quest.
Example 2. The man *must have* known better.
The error of substituting "of" for *have* is due to faulty pronunciation, for many persons who carelessly say "could of" will write *could have* after they stop to reflect. Pronounce the word *have,* and write *have.*

75. A preposition should not be used where a conjunction is required.

75a. *Like* is a preposition. It can not be used in place of the conjunction *as.*

Example 1. He looks *like* his brother.
The preposition *like* is followed by the noun object *brother.*
Example 2. Hold your pen *as* I told you to hold it.
As is a conjunction connecting the subordinate clause* *I told you to hold it* with the main clause *hold your pen.* It would be wrong to use the preposition "like" here, since a preposition can not be used to join a subordinate clause to the principal clause.

* *Subordinate clause,* see 6.

75b. *Without* is a preposition, not a conjunction. It can not be used in place of the conjunction *unless*.

Example 1. The change was made *without* his permission.
The preposition *without* is followed by the noun object *permission*.
Example 2. Do not come *unless* I send for you.
Unless is a conjunction connecting *I send for you* with *do not come*. It would be wrong to use the preposition "without" in example 2 because a preposition can not be used to join a principal clause* to a subordinate clause.

76. Prepositions are sometimes confused. Choose the preposition that exactly expresses your meaning.

76a. *Besides* means *in addition to; beside* means *by the side of* Do not use "beside" when you mean *in addition to*.

Example 1. The manager sat *beside* the secretary at the meeting.
Example 2. *Besides* cutting the grass, I have to trim the hedge.

76b. Do not use "inside of" for *within* in an expression denoting time.

Example 1. If we do not hear from him *within* twelve hours, I shall telegraph.
Example 2. He has accomplished all this *within* the last two months.

76c. Use *between* in speaking of two persons, places, or things; or in speaking of two groups. Use *among* in speaking of more than two.

Example 1. She divided her jewels *between* her two nieces.
Example 2. Distribute these pamphlets *among* your friends.

76d. Do not use "in" after words of motion unless the meaning is *inside of* or *within; into* implies *entrance, in* does not.

Example 1. John dived *into* the lake.
Example 2. John was swimming *in* the lake.

76e. Do not say "die with" when expressing cause; *die of* is correct.

Example 1. Many people *died of* diphtheria before the discovery of antitoxin.
Example 2. Several *died of* pneumonia following their exposure.

76f. *By* is the correct preposition to use with the verb *follow* when referring to that which follows. Do not say "followed with."

Example 1. The musicale was *followed by* a reception.
Example 2. The Pied Piper was *followed by* an army of rats.

77. Certain words are followed by one preposition when the object of the preposition is a person, by another when the object is a thing.

* *Subordinate clause* and *principal clause, see* 6.

77a. It is correct to say *accompanied by* when the object of *by* is a person, or *accompanied with* when the object of *with* is a thing.

Example 1. Each child must be *accompanied by* his mother.
Example 2. The game was *accompanied with* a complete set of directions.

77b. Use *agree to* when referring to a thing, such as a plan; use *agree with* when referring to a person.

Example 1. The manager will not *agree to* that proposition.
Example 2. He usually *agrees with* the last speaker in a debate.

77c. Use *angry with* when referring to a person; use *angry at* when referring to a thing.

Example 1. The giant was *angry with* Ulysses.
Example 2. He was *angry at* Ulysses' daring to enter his cave.

77d. *Differ with* expresses disagreement of opinion; *differ from* expresses dissimilarity between persons or things.

Example 1. The two physicians seem to *differ with* the surgeon.
Their opinions are different.
Example 2. The Gray brothers *differ from* each other in disposition.
Their dispositions are dissimilar.

77e. The preposition *from* should be used with the adjective *different*. Do not say "different than" or "different to."

Example 1. Is this paint *different from* that?
Example 2. He is very *different from* his father.
Do not use "than" or "to" in place of *from* after the adjective *different*.

77f. One *parts with* a thing; one *parts from* a person.

Example 1. Queen Isabella was willing to *part with* her jewels.
Example 2. David Balfour *parted from* the minister with real sorrow.

CONJUNCTIONS

Conjunctions are divided into two classes: the *subordinate conjunctions*, which connect subordinate clauses* with the principal clauses; and the *coordinate conjunctions and, or,* and *but,* which connect two words, two phrases, two clauses, or the parts of a compound sentence.

A *phrase* is a group of words which has neither subject nor predicate, and which is used as a single part of speech.

A subordinate *clause* is a group of words which has a subject and a predicate, and which is used as a single part of speech.

78. The conjunctions *and, or,* and *but* must not be used to connect expressions that are not alike in form.

* *Clause, principal* and *subordinate,* see 6.

78a. The conjunctions "and," "but," and "or" must not be used to connect a *single word* and a *phrase.**

Example 1. The bear seemed *to* be fond of sweets and *to* be willing to come near us to get them.

In this sentence, it would be incorrect to say "The bear seemed fond of sweets." The conjunction would be used to join the word *fond* and the infinitive phrase *to be.*

78b. The conjunctions "and," "but," and "or" must not be used to connect a *phrase** and a *clause.**

Example 1. The captain taught his men *how* to construct wire barricades and *how* to destroy or cut through them.

If the last part of the sentence had read "how they should destroy or cut through them," *and* would have been used to join a phrase and a clause. This would have been incorrect.

78c. The conjunctions "and," "but," and "or" must not be used to connect phrases* of *different kinds.* A phrase introduced by a word ending in *-ing* should be followed by another phrase introduced by a word ending in *-ing*, not by either an infinitive* or a phrase introduced by a preposition.

Example 1. He liked *to* swim in the cool stream and *to* paddle under the hanging willows.

Had the first part of the sentence read "liked swimming in the cool stream," *and* would have been used to join a phrase introduced by the word *swimming* and an infinitive *to paddle.* This would have been incorrect.

78d. The conjunctions "and," "or," and "but" must not be used to connect an independent and a relative clause.*

Example 1. Here is the box, old and quaintly carved, which belonged to my aunt.

To have used another "and" before *which* would have made the sentence incorrect. In that case, a coordinate conjunction would have been used to join an independent clause with one introduced by a relative pronoun.

79. Use *but* to join clauses which express *contrasting* or *opposing* ideas.

Example 1. It was very cloudy, *but* I decided not to carry an umbrella.

Example 2. I did my best to persuade him, *but* I found that nothing would make him come.

80. Use *and this* or *but this,* not the relative pronoun "which," to refer to an entire clause.* The relative pronoun "which" may not be used without some definite antecedent.

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* *Phrase,* see page 159.
Infinitive, see 37.
Relative clause, see 5.
Clause, see 6.

Example 1. Life in the new land was filled with hardships, *but this* was to be expected.

If "which was to be expected" had been used, an entire clause would have been used as the antecedent of the relative pronoun *which*.

Example 2. The street cars were blocked for half an hour, *and this* made many people late.

81. The conjunctions, *either—or, neither—nor, not only—but also, both—and, whether—or,* should be followed by sentence elements of equal rank. When, as in example 1, *either* is followed by a *word, or* should be followed by a *word.*

Conjunctions like the above, which are commonly used in pairs, are called *correlative conjunctions*.

Example 1. The crews were ready for either flight or fight.

Example 2. She not only brought them food, but stayed to cook it.

82. Sentence elements may be used in a series only if they are of equal rank. When one series is used within another, the conjunction *and* must be used before the last part of each series.

Example 1. We sell diamonds *and* jewelry, *and* we repair watches.

The two nouns are connected by *and*. *We sell* and *we repair* are the two parts of the series.

Example 2. The maid has swept *and* dusted, *and* has hung all the curtains.

Do not omit *and* between *swept* and *dusted*. *Has hung* introduces a new idea.

83. When a subordinate conjunction* introduces two or more assertions of equal grammatical importance, the conjunction must be repeated with each assertion if there is a possibility of doubt as to the meaning.

Example 1. He knew *that* the machine was expensive and *that* it probably would not give any greater satisfaction than the old model.

That is required after *and*, which connects two assertions of equal grammatical value. He knew two things about the machine.

Example 2. The teacher told him *that* his mother had telephoned and *that* he might leave at four o'clock.

Do not omit the second *that*. The teacher told him two things.

84. *Nor* must be used with the correlative *neither*.

Example 1. The trapper was entirely unprepared; he had *neither* gun *nor* stick.

Example 2. I can *neither* sell this property *nor* give it away.

85. The subordinate conjunction* *that* should not be replaced by "as" after verbs of *saying, thinking, feeling,* and *knowing*.

* *Subordinate conjunction,* see page 159.

Example 1. He thought *that* he would be late.
Example 2. We do not feel *that* we owe him anything.

86. Avoid the use of "where" in place of the conjunction *that*.

Example 1. I read in the "Star" *that* the strike had been settled.
Example 2. I saw *that* the names had been arranged in alphabetical order.

87. Use *so—as* in negative statements.

Example 1. Mary is not *so* eager to return *as* she was to go.
Example 2. The game was not *so* easy to win *as* the other game had been.

88. Do not use "if" instead of *whether* in indirect quotations after verbs of *telling* and *asking*.

Example 1. The employment manager asked *whether* or not you had worked before.
Example 2. He did not say *whether* he would be able to go or not.

89. "Like" is not a conjunction; it should not be used in place of *as* or *as if* to introduce a clause. See also 75a.

Example 1. They still farm the land *as* their forefathers did.
Example 2. He began writing stories, just *as* his father had done.

90. "Except" and "without" should not be used in place of *unless*. See also 75b.

Example 1. She will not have the party *unless* you can come.
Example 2. *Unless* I hear from you, I shall not start.

91. "So" should not be used for *so that*, in clauses indicating purpose.

Example 1. He studied early *so that* he could go coasting.
Example 2. I shall order it to-night *so that* it will be sent at once.

92. Avoid the use of "than" and "until" (till) for *when*. *Scarcely* and *hardly* are followed by *when;* a comparative expression is followed by *than*.

Example 1. The play had scarcely begun *when* the fire gong sounded.
Example 2. He had no sooner spoken *than* the telephone rang.

93. *While* means *during the time in which, though*, and *whereas*. It should not be used loosely for *and*.

Example 1. The captain of the other team argued with the referee, *while* our captain kept quiet.

94. *Than* and *as* are conjunctions. These words do not affect the cases* of pronouns following them. Many errors are due to

* *Case*, see page 119.

the use of the objective* form of a pronoun in a clause* following *than* or *as*, regardless of whether the pronoun is the subject or the object of the verb in the clause. When the clauses following *than* and *as* are incomplete, be especially careful to use the correct forms of the pronouns.

Example 1. The director gave us no more chance than them.
Them is in the objective case. *Than he gave them* is the meaning understood.
Example 2. No one is more eager to go than we.
We is in the nominative case because the completed clause is *than we are.*

95. The conjunction *that* must not be omitted before a clause* which follows a verb of *saying, thinking,* or *feeling* when such a verb is followed by an infinitive.*

Example 1. He comes early because he knows *that* to be late would be disastrous.
Example 2. We start before dawn because we know *that* to make the trip in four hours we must avoid heavy traffic.

96. Do not omit the conjunction *as* in expressing comparison.

Example 1. He is as old as you, if not older.
Do not say "He is as old, if not older than you."
Example 2. This silk will wear as long as that, if not longer.
It is not correct to say "as long if not longer than."

CAPITALIZATION

97. Every sentence should begin with a capital letter.

Example 1. Rice is being produced at a much cheaper rate in the United States than in Japan, in spite of the fact that labor in the Orient is cheaper.
Example 2. Draw a diagram of a machine. Then label the parts.

98. Every line of poetry should begin with a capital letter.

Example 1. "The breaking waves dashed high
On a stern and rock-bound coast."
Example 2. "For of all sad words of tongue or pen,
The saddest are these, 'It might have been.'"

99. Every direct quotation should begin with a capital letter.

Example 1. Wellington said, "The Battle of Waterloo was won upon the playgrounds of Eton."
Example 2. Clay said, "I would rather be right, than be President of the United States."

* *Infinitive*, see 37.
Objective, see 3, 4.
Clause, see 6.

100. Names of the days of the week and names of the months of the year should be capitalized.

Example 1. My favorite day is Saturday.
Example 2. The month of April has been an interesting one in American history.

101. The names of the seasons—spring, summer, autumn, and winter—should not be capitalized, except when they are personified, as in poetry.

Example 1. During the short summer of the Arctic year, flowers bloom in great profusion.
Example 2. The expedition must wait for the spring thaw before making that dash northward.

102. The names of particular associations of people, whether religious, social, scientific, commercial, or political, should be written with capital letters.

Example 1. Each year the American Scientific Society adopts some particular line of investigation.
Example 2. The ranks of the Grand Army of the Republic are growing thinner.

103. Proper names arising from membership in an organization, or denoting a relation to the association, should be written with capital letters.

Example 1. Each Democrat owes it to his party to be present at the next convention.
Example 2. The Episcopalian convention will be held at Atlantic City next fall.

104. All proper names should be written with capital letters. Proper names include the names of particular persons, places, and objects. All geographical names are proper names.

Example 1. The shy, sensitive boy was Daniel Webster.
Example 2. The Capitol of the United States was partly burned during the War of 1812.
Example 3. Notwithstanding its importance, Port Said is a most uninteresting spot.

105. Proper names referring to important historical events are written with capital letters.

Example 1. Most of the battles of the War of 1812 were fought on the sea.
Example 2. The World War has entirely changed our social organization.
Example 3. The Americans lost the Battle of Bunker Hill, but the English won it at a tremendous cost.

106. Names referring to races and languages begin with capital letters. The adjectives formed from these proper nouns are also written with capital letters.

Example 1. The problem of overcrowding is a serious one to the Japanese people.
Example 2. The Incas were a race of Indians who lived in South America.
Example 3. Many words in our language have their origin in the Germanic dialects.

107. Names and pronouns referring to God and the Christ are capitalized.

Example 1. In His hands are the deep places of the earth.
Example 2. I am the Lord, thy God.

108. The words *I* and *O* are always capitalized.

Example 1. How many brave men rest beneath your waters, O cruel, crawling foam!
Example 2. I will answer that when I have more time.

109. The word *Bible* is always written with a capital letter.

Example 1. The literary value of the Bible is unquestioned.
Example 2. The date of his birth was recorded in the old family Bible.

110. The words *north, east, west,* and *south,* referring to sections of the country, are capitalized. When, however, these words refer to directions or points of the compass, they are not capitalized. Their compounds, such as *southwest,* and their derivatives, such as *western,* follow the general rule.

Example 1. The wagon train toiled slowly westward across the plains.
Example 2. The West was to witness the rapid growth of a new social order.

111. The names of educational buildings, hospitals, parks, and railroads should be capitalized.

Example 1. In the center of New Haven stands Yale University.
Example 2. The University Hospital is making a drive for subscriptions to its fund.
Example 3. Have you visited Yellowstone Park?

112. The titles of books, literary articles, pictures, and musical compositions should be capitalized. Prepositions, articles, and conjunctions in such titles are considered unimportant, and are not capitalized.

Example 1. Have you read "The Dark Frigate" by Hawes?
Example 2. Most boys enjoy reading "When the Guards Came Through."
Example 3. In his picture, "The Gleaners," Millet shows us the French peasants in the fields.

113. Titles used with proper names should be capitalized.

Example 1. You will see Colonel Brown in the center of the picture.
Example 2. Washington refused to pardon Major André.

113a. When the title is used alone and does not refer to any particular individual, it should not be capitalized.

Example 1. Each regiment is commanded by a colonel.
Example 2. Do you think that a governor who advocated such a policy could be elected in this state?

113b. Titles of honor and names of offices having direct reference to particular individuals may be capitalized.

Example 1. Th British Ambassador called on the President of the United States to discuss our foreign policy.
Example 2. Mr. Hughes was Secretary of State during the Harding administration.

114. The initials of a person's name should always be capitalized.

Example 1. Hon. R. E. Robertson is the principal speaker.
Example 2. Our distinguished citizen, Robert D. Willey, is to head the committee.

115. When common nouns such as *street*, *park*, *school*, *river*, and *society* are used as part of a title, most authorities agree that the common noun should be capitalized.

Example 1. A reception is to be held by the Country Club at the new club house.
Example 2. Many lives were lost at the ford on the Osage River.
Example 3. The Franklin High School is a girls' school.

PUNCTUATION

Punctuation marks are symbols used to guide the reader, and to aid him in understanding the meaning of written matter. The omission or misplacing of a single mark of punctuation may change the sense of what you write. To make sure that the reader will understand what you wish to tell him, you should follow certain established rules of punctuation.

116. Use a period at the end of a declarative* or an imperative* sentence. The period should not be used at the end of a phrase or any group of words not expressing a complete thought, even if the group of words is very long.

* *Declarative sentence*, see page 172.
Imperative sentence, see page 172.

Example 1. Knowing the grave dangers that attend deep-sea fishing, the French send a fully equipped hospital ship to the fishing grounds.

It would be incorrect to place a period after the word *fishing*, for that would be placing a period after a group of words not expressing a complete thought.

Example 2. Send for our spring catalogue, which contains a detailed account of the latest publications.

It would be wrong to write the relative clause, *which contains a detailed account of the latest publications*, as a complete sentence.

117. A period must be used after each abbreviation.

Example 1. *Jr.* is the abbreviation for the word *junior*.

Example 2. *Wis.* is the abbreviation for *Wisconsin*.

118. A period must be used after a title of respect that is abbreviated. The common titles are *Mr.*, *Mrs.*, *Dr.*, *Rev.*, *Prof.*, and *Gen.* The title *Miss* is not abbreviated; no period should follow it.

Example 1. Gen. U. S. Grant was given command of all the Union forces.

Example 2. Mr. Frank G. Blaine has been employed by us for several years.

119. A question mark must be used at the end of every interrogative* sentence. The question mark should not be used after an indirect question.

Example 1. Will you please answer the telephone?

Example 2. How are you?

Example 3. He asked me what my name is.

Example 3 is an indirect question. It is not an interrogative sentence.

It would be incorrect to use a question mark after example 3.

120. An exclamation mark should be placed after an expression which indicates strong emotion.

Example 1. Leave this room at once!

121. Words quoted exactly from another writer or speaker should be inclosed in quotation marks. See also 122.

Example 1. His secretary said, "I have ordered the goods."

Example 2. "Our salesman will be in your neighborhood, and we shall send him to interview you," said the manager.

122. Quotation marks should not be used to set off an indirect quotation; they should be used only when the exact words of the person quoted are repeated. See also 121.

Example 1. His secretary said that she had ordered the goods.

It would be incorrect to use quotation marks in example 1.

Example 2. The manager said that their salesman would be in the neighborhood.

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* *Interrogative sentence*, see page 172.

123. When a quoted sentence is broken by an expression such as *he said,* each part of the quotation must be inclosed in quotation marks. See also 127b.

Example 1. "How often," he asked, "has that occurred?"
Example 2. "The material," he replied, "was received this morning."

124. Use single quotation marks around quoted material which is included within another quotation.

Example 1. The shipping clerk replied, "Mr. Britt said, 'Fill this order immediately.'"

125. When the title of a book, a poem, or an essay, or any other title is quoted in a sentence, that title should be enclosed in quotation marks.

Example 1. Have you read Wells's "Outline of History"?
Example 2. He read a paper entitled "Buildings of Historic Interest."

126. When a quotation mark occurs with a period or a comma, place the quotation mark outside. When a quotation mark occurs with a question mark, a colon, a semicolon, or an exclamation mark, the latter goes within the quotation mark if it belongs with the quoted matter; otherwise it goes outside.

Example 1. He asked, "Were the letters filed?"
Example 2. Did she say, "I filed the letters"?

127. When an expression like *he said* follows quoted matter in a sentence, the quoted matter should be followed by a question mark, an exclamation mark, or a comma; it should never be followed by a period or a semicolon.

Example 1. "Can you find the way?" he asked.
Example 2. "Fire!" he shouted.
Example 3. "That is the reason," he stated.
It would be incorrect to use a period after *reason* in example 3.

127a. A period should be used after an expression such as *he said* when it follows a direct quotation, if a period would be used after the quotation were the expression *he said* omitted.

Example 1. "Wait a few minutes," he said. "I shall soon be free."
Example 2. "We should start now," he urged. "It is not too early."

127b. When an expression such as *he said* is inserted between the parts of a quoted sentence, the expression should be set off by commas. See also 123.

Example 1. "When," she asked, "will your train arrive?"
Example 2. "That," he said, "is where my desk will be."

128. When the clauses of a compound* sentence are joined by a conjunction, a comma is used before the conjunction.

Example 1. Some believed in a strong central government and a high tariff, but others believed in a strong state government and free trade.

Example 2. Our shipping clerk is now filling your order, and we are willing to make the suggested change.

When the clauses of a compound sentence are very short, it is not necessary to use a comma. Example: The wind blew and the rain fell.

129. Use a comma to set off *yes, no,* or *well* when used at the beginning of a sentence.

Example 1. Yes, I have finished the book.

Example 2. No, it is not true.

Example 3. Well, how do you do?

130. A comma is always used to separate the name of a city and the name of a state. When the name of the state follows the name of the city, a comma is used after it as well as before it, unless the name of the state ends the sentence.

Example 1. He moved to Memphis, Tennessee, in May.

Example 2. How far is it to Albany, New York?

131. Items in a date are separated by commas. The items in a date are the day of the month and the year. A date sometimes contains the name of the day of the week, the day of the month, and the year. The last item in a date is set off from the rest of the sentence by commas.

Example 1. I was born on Friday, August 31, 1900.

In example 1, *August 31* is used to show which Friday is meant; *1900* is used to show which August 31 is meant. *August 31* and *1900* are each set off by commas.

Example 2. On November 11, 1918, the armistice was signed.

Notice that a comma is placed after *1918* as well as before it.

Example 3. The letter was written on Wednesday, March 9.

132. When an adverbial clause comes at the beginning of the sentence, it is set off from the rest of the sentence by a comma.

Example 1. When the early Romans went to England, they established camps there and built many fine roads throughout the country.

Example 2. Since you did not state the exact size of wire that you wished us to send you, we are not able to forward the order.

133. An appositive* is set off from the rest of the sentence by commas.

Example 1. Mr. Brown, the secretary, is in conference.

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* *Compound sentence,* see page 173.
Appositive, see 1e

Example 2. This report, the last one received from his office, treats the subject in detail.

Sometimes the appositive is a single word, and the connection is so close that it should not be set off by commas.

Example 1. We boys are going to camp this summer.

Example 2. His daughter Elizabeth took charge of his household.

134. The name of the person addressed is set off from the rest of the sentence by commas.

Example 1. I suppose, Miss Crane, that I shall see you again.

Example 2. My dear sir, do you think that you are fair in your criticism?

135. Parenthetical words, phrases, and clauses are set off from the rest of the sentence by commas.

Parenthetical expressions are words, phrases, and clauses which are introduced into the sentence as side remarks. They have no grammatical use in the sentence and may be omitted without destroying the thought. Since no word is in itself parenthetical, it is impossible to give a list of parenthetical expressions. The manner in which the word or group of words is used must decide its punctuation.

Example 1. You will, of course, recall that I wrote to you last May.

Example 2. You will find, we are sure, that the standard of the firm is high.

136. When the parts of a series are not connected by conjunctions, a comma must be used between the parts. There should be one comma fewer than there are parts to the series.

Example 1. We must order pens, pencils, and ink.

In example 1, the series consists of three parts: *pens*, *pencils*, and *ink*. Two commas are used.

Example 2. The buyer visited New York, Paris, and London.

137. When two adjectives precede a noun, and one seems to modify the expression made up of the noun and the second adjective, do not use a comma between the adjectives.

Example 1. An energetic man is a valuable business asset.

Valuable modifies the expression *business asset*. No comma is used between the adjectives *valuable* and *business*.

Example 2. The heavy iron gate closed with a clang.

138. A relative clause which presents an additional thought is set off from the rest of the sentence by commas. Such a clause often modifies a proper* noun, and any clause following the proper noun gives additional information about a subject which is already very definite.

Example 1. Mr. Williams, who is a graduate engineer, is in charge of the production department.

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* *Proper noun*, see 14a.

In example 1, the expression *who is a graduate engineer* is an additional statement regarding Mr. Williams, and might be omitted without changing the meaning of the sentence.

Example 2. Fulton, who invented the steamboat, studied art in England.

139. A relative clause* that modifies a noun by limiting or closely defining it is not set off by commas.

Example 1. The method which has been adopted by the office has been satisfactory.

In this sentence, the clause *which has been adopted by the office* modifies the noun *method*. The clause could not be omitted without changing the meaning of the sentence. Therefore no commas are used.

Example 2. Was the man who brought the letter a public messenger?

In example 2, the expression *who brought the letter* shows which man is meant and could not be omitted. It is not set off by commas.

140. Avoid the use of a comma to separate a subject from its verb. This rule does not apply to words and phrases set off by commas. See rules 133 and 138.

Example 1. The model for the picture was a little street urchin.

Example 2. The boy who brought the letter said that there was to be no answer.

In this sentence it would be wrong to place a comma after the word *letter*, because you would separate your subject from its verb.

Example 3. Many residential sections of our cities are spoiled by large signs.

It would be wrong to place a comma after *cities*.

141. When the clauses of a compound* sentence are not joined by a conjunction, a semicolon is used between the clauses.

Example 1. The whistle blew; the conductor waved his hand; the train started.

Example 2. A good business letter is brief; a good business letter is clear; a good business letter is courteous.

142. A colon is used before a series of items introduced by *the following* or *as follows*.

Example 1. Please send me the following supplies: two dozen pencils, six pens, two boxes of pen points, and three desk blotters.

143. The colon is placed after the salutation in business and other formal letters.

Example 1. Dear Sir:

Example 2. Gentlemen:

* *Relative clause*, see page 173.
Compound sentence, see page 173.

SENTENCE STRUCTURE

A sentence is a group of words expressing a complete thought. Its beginning is always indicated by a capital letter, and its conclusion is always marked by a period, an interrogation point, or an exclamation point.

You can not make a sentence, however, merely by capitalizing the first of a group of words and by placing a period at the end of the group. The following is a group of words beginning with a capital letter and followed by a period: "When he was chosen a delegate." Yet it is not a sentence. A sentence must express a complete thought. *When he was chosen a delegate* is not a complete thought. You say to yourself, "What happened, or what do you wish to know about it?"

There are two types of errors in writing sentences: one is the error of including too much in a sentence, and the other is the error of including too little. You write too much in one sentence when you continue, line after line, without indicating by a punctuation mark the beginning of a new thought.

You write too little in a sentence when you omit one of its essential parts. A sentence is a group of words expressing a *complete* thought. Every sentence has a subject and a predicate. The *subject* is that about which you are talking. The *predicate* is what you say about the subject. If you omit either subject or predicate, your group of words is not a sentence.

When you make a statement about the subject, you use a *declarative* sentence; when you ask a question about the subject, you use an *interrogative* sentence; when you give an order to the subject, or when you make a request of the subject, you use an *imperative* sentence.

Suppose that you wish to express a complete thought about the age of a manufacturing company, and that you write, *The manufacturing company about which you inquire has been established for fifty years.* You express your thought by a declarative sentence. Suppose that you wish to ask a question about the manufacturing company, and that you write, *Does the manufacturing company pay its clerks well?* You express your thought by an interrogative sentence. Suppose that you wish to give an order to the manufacturing company, and that you write, *Send me thirty reams of paper.* You express your thought by an imperative sentence. The subject of the imperative sentence is the pronoun *you,* understood. Since the antecedent of this pronoun is *the manufacturing company,* your subject is really *the manufacturing company,* and you give an order to the subject about which you are writing.

In order to express your thoughts exactly, you build your sentences in different ways. According to the way a sentence is built, it is *simple, compound,* or *complex.*

A *simple* sentence contains one subject and one predicate, either or both of which may be made up of two or more parts.

A *compound* sentence is a combination of two or more independent statements closely related in thought. The independent statements are equally important, and so the term coordinate clause is applied to each. The coordinate clauses are usually joined by a conjunction preceded by a comma. Sometimes the clauses of a compound sentence are connected by a semicolon.

A *complex* sentence is a sentence containing one principal clause* and one or more subordinate clauses.* When you have two thoughts to express, one of which is less important, you can best show that difference in importance by expressing the more important thought in a principal clause and the relatively subordinate thought in a subordinate clause. A subordinate thought can not stand alone as a sentence. A subordinate clause must not be written as a sentence. The subordinate clause of a complex sentence may precede the principal clause. Because this is true, there is a tendency to use this introductory subordinate clause as an entire sentence.

144. A sentence is a group of words expressing a complete thought. It begins with a capital letter and is followed by a period, an interrogation point, or an exclamation point.

Example 1. I graduated from the Business High School.
Example 2. What are your qualifications for this position?
Example 3. State clearly your reasons for desiring to change your position.

145. Do not use a part of a sentence for an entire sentence.

Example 1. There is a game this afternoon between the Stars and the Juniors.

If the author of this sentence had written this as two sentences, putting a period after *afternoon,* it would have been wrong. "Between the Stars and the Juniors" is not a sentence because it does not contain a verb.

146. Do not put two thoughts into a single sentence without indicating, by means of a punctuation mark, where the new thought begins.

Example 1. It was a winter day; yet every window in the house was open.

The semicolon is placed after *day* to show where the first independent clause* ends. It would be incorrect to write this sentence without some punctuation mark to show the end of the first thought.

* *Clause,* see 6.

147. Every sentence must have a subject* and a predicate.*

Example 1. I shall arrive on the midnight train.

Example 2. I wired you from Omaha.

Every type of sentence except the imperative* sentence must have an expressed subject. In the hurry of daily life we sometimes are tempted to say, "Will arrive on the midnight train," or "Wired you from Omaha." Although permissible in telegrams, such incomplete sentences should never be used in any other kind of writing.

148. Do not repeat the noun subject of the sentence by using a personal pronoun* subject after it.

Example 1. The people in the Middle West had heard marvelous stories of the riches in the mountainous lands beyond them.

It would not be correct to insert a pronoun as an additional subject just before the verb. Some people would make the mistake of saying, "The people in the Middle West they had heard."

149. Every modifier should be so placed that the reader connects it immediately with the word that it modifies. In order to correct a sentence in which the modifier is misplaced, it is sometimes necessary to change the arrangement of the sentence.

Example 1. We fill promptly all orders that we receive.

It would be incorrect and ambiguous to say, "We fill all orders that we receive promptly."

Example 2. Through an agency in your city we are offering our latest model at a great reduction.

It would be incorrect to write, "We are offering our latest model through an agency in your city at a great reduction."

150. Do not make a compound* sentence of two ideas if one of the ideas is subordinate.

Example 1. Colorado is called the Centennial State because it entered the Union in 1876, one hundred years after the signing of the Declaration of Independence.

It would be incorrect to express this thought by means of a compound sentence. *It entered the Union in 1876* does not express an additional idea; it is an explanation of the term *Centennial*.

151. A phrase* which is introduced by a participle* must not be written as if it expressed a complete thought.

Example 1. The boy walked about the garden, scattering seed as he went.

Scattering, in example 1, is a participle; it is not being used as a verb. The phrase *scattering seed as he went* can not be used as a separate sentence.

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* *Subject*, see page 172.
Predicate, see page 172.
Imperative sentence, see page 172.
Personal pronoun, see 8b.
Compound sentence, see page 173.
Phrase, see page 159.
Participle, see page 135.

Example 2. Companies bought up thousands of acres of government land, subdividing it and renting the smaller farms to men who worked as day-laborers on the land.

It would be incorrect to write the phrase, *subdividing it and renting the smaller farms to men who worked as day-laborers on the land,* as a separate sentence.

152. Every phrase* introduced by a participle* must modify some definite word.

Example 1. *Arriving at the inn,* we ate a hasty breakfast.

In this sentence, *arriving at the inn* modifies the pronoun *we.* Had the sentence been written, "Arriving at the inn, a hasty breakfast was eaten," the phrase *arriving at the inn* would have had no word to modify.

Example 2. Bracing himself against the side of the canyon, he began a cautious climb up the sheer cliff.

It would be incorrect to say, "Bracing himself against the side of the canyon, a cautious climb up the sheer cliff was begun."

153. Every pronoun must have a definite antecedent.*

"The superintendent promised his father that he would give him a trial," is incorrect because it does not show whether the pronoun *him* refers to the father or to the person represented by the pronoun *his.*

The sentence, "An owl can see a mouse while it is flying," lacks clearness because the pronoun *it* has no definite antecedent. *While an owl is flying, it can see a mouse on the ground far below* is a clearer statement.

Do not use "they" or "it" when the reference is uncertain. (See also 11d.) The sentence, "Do they have traffic lights in your city?" is incorrect. There is no antecedent for the pronoun *they.* The sentence should be: *Are there traffic lights in your city?*

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* *Phrase,* see page 159.
Participle, see page 135.
Antecedent, see 8.

RECORD SHEET*

(This is a sample record sheet. Do not write on this sheet. In your notebook rule a sheet like this.)

Name.....

Survey Test Score	Progress Test Score		Achievement Test Score
Part I	1.....	5.....	Part I .....
Part II	2.....	6.....	Part II .....
Part III	3.....	7.....	Part III .....
Total	4.....	8.....	Total .....

Exercise Number	Date	Number Wrong	Score	Numbers and letters of the rules you missed
Sample	Jan. 7.	6	70	1b², 4b, 5a², 8c
Preliminary Lesson				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

* For explanation of how this record sheet is to be used, see pages 11, 12 and 13.

SELF-CORRECTION AND GUIDANCE SECTION

SAMPLE I, PAGE 7
1. I 1b 3. she 1b
2. doesn't 45

PRACTICE LESSON, PAGE 11
1. doesn't 45 3. whomever 6c
2. Whom 13d

Page 14

1. I 1b
2. him 4
3. her 3b
4. him 3a
5. me 3b
6. Those 11c
7. him 4a
8. her 4
9. They 1a
10. her and him 4a
11. He and I 1b
12. her and me 4a
13. I 1b
14. him 4b
15. him 3b
16. them and us 4a
17. me 3b
18. me 4b
19. him and me 4a
20. him 3b

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1. Who 5a
2. whom 5f
3. us 4c
4. me 4a, 4b
5. me 4a
6. C
7. who 5d
8. Who 5a
9. him 4a, 4b
10. C
11. we 1e
12. I 1b
13. C
14. C
15. C
16. C
17. he 2
18. C
19. C
20. C

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1. me 3b
2. him and me 4a, 4b
3. she 1b
4. her and him 4a, 4b
5. us 4c
6. Who 5a
7. he 2
8. he 1b
9. him 3b
10. we 2
11. Who 5a
12. they 2
13. Mary and she 1b
14. her 7
15. he 2
16. I 2
17. him 3b
18. them 4b, 4
19. Who 5a
20. Amy and her 3b

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1. them 3b
2. us 3c
3. me 3b
4. We 1e
5. us 4c
6. He 1b
7. him and her 3b
8. We 1e
9. us 4b, 4
10. us 4c
11. them 4a, 4b
12. us 3c
13. Who 5a
14. I 2
15. We 1e
16. he 1b
17. we 1e
18. I 7
19. he 1b
20. us 4c

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1. Whom 5c
2. us 3c
3. Whom 5c
4. I 1b
5. Whom 5c
6. her 3e
7. them 4b, 4
8. she 2
9. us 3c
10. I 7
11. Whom 5b
12. Who 5a
13. he 7
14. him and me 4a, 4b
15. Whom 5c
16. us 4c
17. they 2
18. Whom 5b
19. Who 5a
20. us 4c

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1. me 13b
2. Who 5a
3. those 11b
4. Whom 5b
5. her 7
6. My father 1c
7. us 3f
8. Whom 5c
9. her 4a, 4b
10. The boys 1c
11. she 2
12. whom 5e
13. us 3f
14. they 2
15. whom 5e
16. us 3d
17. us 4c
18. he 7
19. Whom 5c
20. Who 5a

NOTE: C=Correct.

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1. we 1e
2. us 4b, 4
3. Billy 1c
4. Who 5a
5. they 2
6. him 3b
7. Those 11b
8. it 11a
9. whom 5c, 4
10. her 13b
11. her 3e
12. me 13b
13. whom 5b, 3a
14. who 9a
15. me 3e
16. those 11b
17. I 2
18. which 9a
19. Them 3a
20. which 9a

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1. us 3c
2. which 9a
3. us 3b
4. Whom 5b, 3a
5. him 13b
6. which 9a
7. them 3d
8. it 11a
9. who 9a
10. me 3e
11. They 1a, 11c
12. them 13b
13. I 10c
14. Those 11b
15. himself 10d
16. Her 3a
17. I 10c
18. themselves 10d
19. I 10c
20. themselves 10d

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1. 3c us
2. 13b him
3. 11b Those
4. 11a it
5. 11b those
6. 4b, 4a them and us
7. 13b them
8. 5b Whom
9. 2 she
10. 3f us
11. 11a it
12. 5c, 4 whom
13. 13b me
14. 2 they
15. 11b those
16. 5b Whom
17. 11a it
18. 13c she
19. 3, 3a Her
20. 13b him

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1. his 8d, 8e
2. There was 11d
3. Who 5a
4. Whom 5b, 3a
5. his 8e, 8d
6. themselves, 10d
7. I 2
8. me 7
9. him and me 4a, 4b
10. There was 11d
11. us 3c
12. whom 5c, 4
13. There was 11d
14. her 13b
15. his 8d
16. himself 10d
17. them 13b
18. Whom 3a, 5b
19. his 8c
20. he 2

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1. its 8g
2. Who 5a
3. Whom 13d
4. his 8e
5. their 8h
6. us 3c
7. me 13b
8. There was 11d
9. its 8g
10. Her 3a
11. she 2
12. their 8h
13. There was 11d
14. us 3c
15. its 8g
16. Who 5a
17. Whom 5b, 3a
18. her 8d
19. them 13b
20. its 8g

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1. his 8c
2. them 13b
3. its 8g
4. his 8d
5. his 8e, 8d
6. their 8h
7. Whom 13d
8. There was 11d
9. his 8c
10. his 8e, 8d
11. it 11a
12. its 8g
13. his 8c
14. Whom 5b, 3a
15. their 8h
16. We 1e
17. his 8c
18. whom 5c, 4
19. his 8d
20. There was 11d

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1. whoever 6b
2. his 8d
3. Whom 5c, 4
4. There was 11d
5. whomever 6c
6. its 8g
7. whoever 6a
8. his 8c
9. I 1b
10. Whom 5b, 3a
11. his 8d
12. its 8g
13. whomever 6c
14. his 8c
15. me 13b
16. his 8d, 8e
17. whomever 6c
18. their 8h
19. his 8d
20. whoever 6b

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1. Whom 13d
2. he 10c
3. whoever 6b
4. messenger's 12
5. its 8g
6. us 13b
7. she 10c
8. their 8h
9. his 8d
10. Him 3a
11. whomever 6c
12. our 12
13. his 8e, 8d
14. whomever 6c
15. his 8c
16. your 12
17. There was 11d
18. whoever 6a
19. he 10c
20. its 8g

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1. cook's 12
2. There are 11d
3. his 8c
4. her 4a
5. his 12
6. his 8d
7. whomever 6c
8. his 8e, 8d
9. their 8h
10. whomever 6c
11. himself 10b
12. captain's 12
13. her 8a, 8d
14. it 8g
15. your 12
16. Whom 5c, 4
17. There are 11d
18. himself 10b
19. his 8e, 8d
20. his 8c

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1. they 1b
2. us 4c
3. they 7
4. him 4a
5. his 8d
6. them 3e
7. her 4, 4b
8. The other boys and I 1d
9. his 8c
10. us 4
11. his 12
12. me 3b
13. Whom 5b, 3a
14. their 8h
15. those 11b
16. I 1b
17. her 13b
18. whomever 6c
19. its 8g
20. he 2

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1. him and me 3e
2. which 9a
3. I 10c
4. us 3c
5. whoever 6a
6. Who 5a, 2
7. We 1e
8. its 8e, 8d
9. whomever 6c
10. me 3b
11. its 8g
12. us 3c
13. Whom 5c, 4
14. it 11a
15. I 7
16. their 8h
17. There was 11d
18. him 13b
19. them 13d
20. his 12

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1. he 2
2. his 8c
3. I 10c
4. his 12
5. them 13b
6. C 9a
7. Whom 5c
8. us 3c
9. me 4a
10. he 7
11. us 4c
12. we 1e
13. Whom 5b
14. her 3e
15. we 1b
16. Who 5a
17. his 8d
18. her 3b
19. its 8g
20. C 8c
21. There was 11d
22. their 8h
23. whomever 6c
24. C 4a
25. C 1b

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1. Russia's 14a
2. miners' 14b
3. geese's 14c
4. choir of the church 15
5. Tarkington's 14a, 18
6. dollars' 14b
7. children's 14c
8. pages of the book 15
9. whom 5c
10. James's 14a, 18
11. men's 14c
12. whomever 6c
13. whose 17
14. those 11b
15. Jones's 14a
16. children's 14c
17. Pilgrims' 14b
18. I 10c
19. its 8g
20. sailors' 14b

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1. Jones's 14a, 18
2. girls' 14b
3. Children's 14c
4. Paul's 14a
5. captain of the team's 16
6. Martin and Jackson's 16a
7. The use of gunpowder 15
8. girls' and boys' 16b
9. ladies' 14b
10. Kipling's 14a, 18
11. lid of the desk 15
12. its 17
13. children's 14c
14. theirs 17
15. president's 14a, 18
16. Whose 17
17. force of the torrent 15
18. hers 17
19. yours 17
20. students of the school 15

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1. daughter's 14a, 18
2. men's 14c
3. Peter the Great's 16
4. Eggleston and Black's 16a
5. condition of the blackboard 15
6. Secretary of the Navy's 16
7. Mary's 16b
8. Funk and Wagnalls' 16a, 18
9. stenographer's 16b
10. Smith and Graham's 16a
11. Secretary of State's 16
12. Its 17
13. Webster's 16b, 18
14. Governor of Massachusetts' 16, 18
15. Foch's 16b
16. boys' 14b
17. Bacon's 14a, 18
18. brother-in-law's 16
19. Lincoln's 16b
20. Thackeray's 16b, 18

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1. men's 14c
2. America's 14a
3. citizens' 14b
4. president of the company's 16
5. stock of the store 15
6. Collin Perry Company's 16a
7. duck's 16b
8. janitor of the building 15
9. its 17
10. Burns's 14a, 18
11. ours 17
12. Whose 17
13. mice's 14c
14. ours 17
15. companions' 14b
16. Prince of Wales's 16
17. beginning of the strike 15
18. boys' 16b
19. Lewis's 16a, 18
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There are certain sentences in the exercises under Sentence Structure for which more than one correct answer may be given. This is particularly true of sentences referring to Rule 150. It is desirable, however, that the correction be made in the manner indicated by the rule reference given, in order that the student may master these essential principles.

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